INDIANA DEPARTMENT of EDUCATION

Office of English Learning and Migrant Education

Migrant Education Program

Service Delivery Plan

April 2022

Indiana SDP Committee Membership

Zach Anacker, Assistant Director of Instructional Programming, Region 3
Judy Bueckert, Director, Region 2
Salvador Campos, Curriculum and Professional Development, Region 1
Dyanira Cantu, Family Outreach Liaison, Region 1
Julia Cordova-Gurule, Director, Region 1
Sergio DelCampo, Recruiter, Region 1
Elliot Herrera Garcia, Recruiter, Region 3
Debbie Gries, Education Program Coordinator (South), Region 2
Edith Hernandez, Parent Liaison, Region 3
Stephen Jamrog, Family Outreach, Region 1
Adrian Martinez, Data and Technology Specialist, Region 1
Josmary Pearson, Recruiter, Region 3
Adam Pitt, Assistant Director of ELs and Special Populations, IDOE
Mina Potamousis, Director of Data and Communications, Statewide
Savino Rivera, Recruiter, Region 1
Alex Rodriguez, Recruiter, Region 2
Emily Salinas, Migrant Specialist, IDOE
Jesse Shawver, Director, Region 3
Angelica Tackett, Recruiter, Region 2
Oscar Trujillo, Education Program Coordinator (North), Region 2
Andy Wallace, Director of Innovation and Technology, IMEP
Doris Waters, Parent Liaison, Region 3
Marty Jacobson, META Associates

Abbreviations

ACCESS	Assessing Comprehension and Communication in English State-to-State
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ECA	End-of-Course Assessment
ECE	Early Childhood Education
ELA	English Language Arts
E(L)L	English (language) learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FNA	Family Needs Assessment
FSI	Fidelity of Strategy Implementation
iSOSY	Instructional Services for Out-of-school and Secondary Youth
HEP	High School Equivalency Program
HS	High School
IDOE	Indiana Department of Education
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILEARN	Indiana Learning Evaluation Assessment Readiness Network
IMEP	Indiana Migrant Education Program
IMP	Individual Migrant Education Plan
IN	Indiana
LEA	Local Education Agency
LEP	Limited English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MRC	Migrant Regional Center
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
RSY	Regular School Year
SEA	State Education Agency
SDP	Service Delivery Plan
STEM	Science, Technology, Engineering, and Mathematics
W-A PT	WIDA-ACCESS Placement Test

Table of Contents

Introduction **5**
Legislative Mandate for Service Delivery Planning 5
Description of the State Migrant Education Program 5
Description of the Planning Process 7
SDP Report Components 8
General Framework **10**
State Performance Targets 10
Needs Identified through the Statewide CNA 11
Alignment Chart with MPOs, Strategies, and Evaluation Questions 13
Evaluation Plan **17**
Plan for Evaluation of Project Implementation and MPO Results 17
Student Assessment and Progress Monitoring Plan 17
Indiana's MEP Data Collection and Reporting Systems 19
Project Plan and Logic Model **20**
Project Plan 20
Logic Model 27
Migratory Children Identified to Receive Priority for Services **28**
How PFS Students are Targeted for Services and Reporting 28
Identification and Recruitment Plan **29**
Parent Involvement Plan **34**
Parents' Roles 34
Student Records Exchange and MSIX Usage Plan **36**
Implementation and Accountability in Local Programs **37**
Local-level Communication and Professional Development 37
Sub-granting Process 41
Monitoring and Accountability 42
Summary and Next Steps **44**

Introduction

Legislative Mandate for Service Delivery Planning

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

In order to identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- Provides for the integration of services with other ESEA programs;
- Ensures that the state and its local operating agencies (LOAs) identify and address the special educational needs of migratory children;
- Reflects collaboration with parents of migratory children;
- Provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- Reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state MEP parent advisory council (PAC), with the parents of migratory children in a format and language that the parents understand. For this SDP, regional PAC meetings were held between SDP Committee meetings at a time that was convenient for parents. Parents reviewed and provided input on SDP Committee decisions. The Committee incorporated parent feedback into the final version of the plan.

Description of the State Migrant Education Program

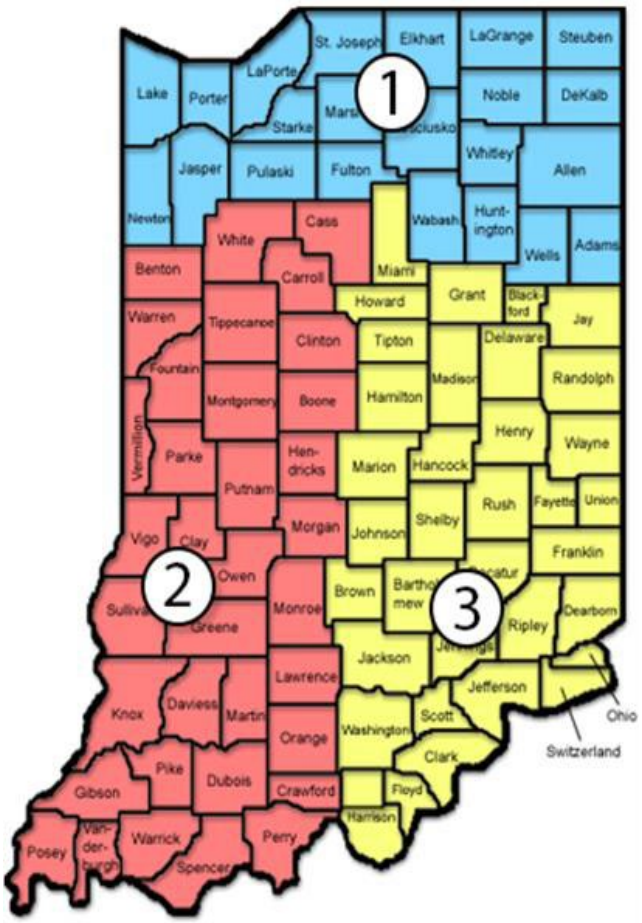
To fulfill its mission, the Indiana MEP (IMEP): 1) recruits migratory children eligible for the program; 2) provides supplemental instructional and support services designed to help migratory students participate fully in their education and meet State performance outcomes; 3)

coordinates among LOAs, community service organizations, and businesses to assist migratory families; 4) coordinates with parents and community members on the design, development, delivery, and evaluation of migrant programs; and 5) collaborates with other states, national agencies, and organizations to ensure continuity of instruction for migratory children.

The instructional and support services needs of migratory children were identified through a CNA process completed in November 2021. The IMEP used the results from the CNA to design this SDP outlining how the program would meet the identified needs.

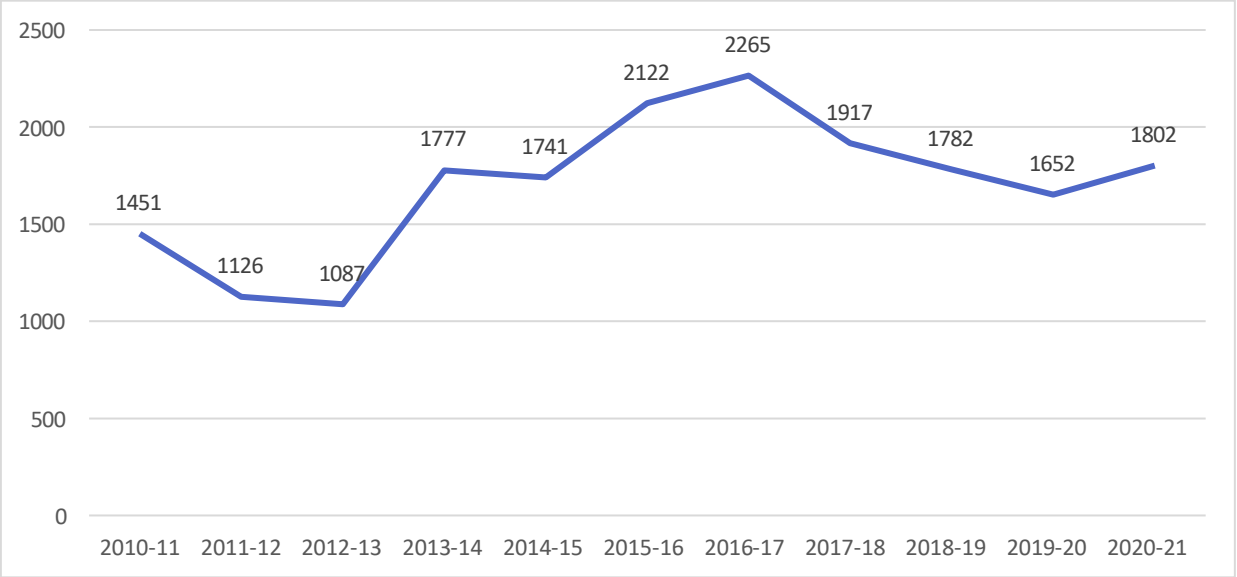
The MEP is a State-operated program whereby funds go directly to the SEA. The State then sub-allocates to LOAs. Indiana funds three regional Education Service Centers (see the map to the right), and a statewide coordination grant. Each region is responsible for identifying and serving all migratory children in the counties located in that region.

Exhibit 1: IMEP Regions



Statewide, 1,802 migratory children birth through age 21 were identified during 2020-21. Exhibit 2 provides a longitudinal snapshot of the total number of migratory children and youth identified from birth through age 21 over the past 10 years. The 2020-21 count of migratory students is an increase of nine percentage points over the previous year and is the fourth highest total in the past 10 years. The average count of eligible migratory students over the previous three years is 1,745.3. Changes in agriculture and immigration concerns have impacted migratory families in Indiana as they have in other areas of the country. The COVID-19 pandemic also affected recruitment and mobility in 2020-21, and school closures and social distancing requirements necessitated changes in delivery of services to migratory children and families.

Exhibit 2: Total Number of Eligible Migratory Children 2010-11 to 2020-21



Source: Consolidated State Performance Report (CSPR) Part II, 2010-11 through 2020-21

Indiana places an emphasis on providing services to all migratory children and youth residing in the State. Student services include instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after school programs, and summer school. High school graduation services include credit accrual, identifying and working toward individual student learning goals, and postsecondary preparation and planning. Support services include health and nutrition services, medical and dental services, transportation, and other services that help migratory students participate fully in their education.

In 2020-21, a total of 1,676 migratory children and youth ages 3-21 received services representing 98% of the children identified. Services were defined as either an instructional or support service provided for at least one day between September 1, 2020 and August 31, 2021.

Substantial percentages of migratory students participated in both instructional and support services. During the reporting period, 65% of eligible migratory students received an instructional service, and 98% received a support service. Seventy-four percent (74%) of eligible students participated in summer services.

Description of the Planning Process

The State MEP Director convened a team of key stakeholders, including representatives from the Indiana Department of Education (IDOE); State MEP staff who coordinate data collection, staff development, educational programming, and parent engagement; and school district personnel who provide direct services to migratory children, preschoolers, and out-of-school youth (OSY). (Refer to the beginning of this report for a list of SDP Committee Members).

Exhibit 3 summarizes the two SDP meetings held in Indianapolis and French Lick, IN to work through SDP development collaboratively.

Exhibit 3: Schedule of SDP Committee Meetings

Dates	Objectives	Outcomes
January 14, 2022	1) Create strategies for meeting student needs 2) Create measurable program outcomes (MPOs) and align to strategies 3) Review and decide on next steps toward determining the major components of the SDP	• Reviewed the findings from the CNA process • Established goal area teams to review solution strategies from the CNA and draft SDP strategies: ELA and math, school readiness, and graduation and OSY achievement, and support services • Drafted strategies and MPOs
March 3, 2022	1) Review and revise strategies and MPOs. 2) Identify resources needed to implement the strategies. 3) Develop a logic model for the continuous improvement cycle. 4) Discuss next steps in developing the SDP report and aligning MEP systems.	• Finalized strategies in goal area teams • Reviewed process (program implementation) and outcome (performance) objectives • Finalized MPO language for each content area strategy • Discussed components of the SDP related to the parent involvement plan, the professional development plan, the identification and recruitment (ID&R) plan, the technical assistance and monitoring plan, and the student records plan • Finalized the logic model • Identified resources needed to implement strategies

Many members of the SDP Committee also served on the IMEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of Indiana's migratory children.

The General Framework Section of this SDP contains the strategic planning chart with the SDP Committee decisions. This chart was used throughout the process as an organizer. Prior to the first meeting and as a result of the CNA process, the needs identified included the *concern statements*, *data summary, and need indicators*. The SDP Committee aligned strategies and MPOs with the concern statements and goal areas.

SDP Report Components

The SDP Committee focused on the following components in providing guidance for the IMEP's updated SDP:

1. *Performance Targets*. The plan specifies the performance targets that the State has adopted for all migratory children for: 1) reading (ELA); 2) mathematics; 3) high school

graduation; 4) the number of school dropouts; 5) school readiness; and 6) other performance targets that the State identifies for migratory children.

2. *Needs Assessment*. The plan includes identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory children that must be met in order for them to participate effectively in school.

3. *Measurable Program Outcomes*. The plan includes the MPOs that the MEP will produce statewide through specific educational or educationally related services. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs also help achieve the State's performance targets.

4. *Service Delivery*. The plan describes the MEP's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategy must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.

5. *Evaluation*. The plan describes how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

The IMEP also included the policies and procedures it will implement to address other administrative activities and program functions, such as:

6. *Priority for Services*. A description of how, on a statewide basis, the MEP gives priority to migratory children who: have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. (Section 1304(c)(7)(d)).

7. *Parent Involvement*. This section includes strategies that the State will implement to ensure that parents of migratory children are involved in the education of their children. The plan includes information on State and local migratory PACs, supports for migratory parents, and resources.

8. *Identification and Recruitment*. A description of the State's plan for ID&R activities and its quality control procedures.

9. *Student Records*. A description of the State's plan for requesting and using migratory student records and transferring migratory student records to schools and projects in which migratory children enroll.

General Framework

State Performance Targets

The **ELA and mathematics** academic achievement of students attending public school in Indiana is assessed through the Indiana Learning Evaluation Assessment Readiness Network (ILEARN). ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)

In the Indiana ESSA Consolidated State Plan, signed November 19, 2019, the IDOE outlines long term accountability goals and interim performance measures and describes how these goals are calculated. ILEARN assessment results from 2018-19 served as the baseline for all students and migratory students. Due to interruptions in assessments in 2020, proficiency targets will be adjusted, though the official targets were not published at the time of this report. The most recent targets established in 2019 are described below.

Migratory students are not included as one of the identified subgroups for accountability in the State Plan, so the IMEP has adopted the interim achievement targets for all students based on the guidance suggested by OME, while recognizing that these targets are set using baseline results substantially higher than the performance of migratory students in 2019. The following table displays the 2018-19 baseline results for migratory students and the interim performance targets set for all students through 2026.

Exhibit 4: Proficiency Targets for Migratory Students through 2026

Subject	Baseline Migratory Student Proficiency 2019	Interim Targets for All Students						Goal
		2020	2021	2022	2023	2024	2025	2026
ELA	19.6	51.6	55.4	59.1	62.8	66.6	70.3	74.0
Mathematics	22.4	51.5	55.3	59.0	62.7	66.5	70.2	73.9

Source: ESSA State Plan, November 2019

Other goals established in the ESSA State Plan include the following.

School Readiness: State-funded pre-K programs will increase equitable access for more students' experiences in high quality early childhood education. Measures include percentages

enrolled in pre-K; percentages enrolled in top-rated pre-K programs (level 3 or 4 on the State's quality rating and improvement system); and ratings for school-based pre-K programs.

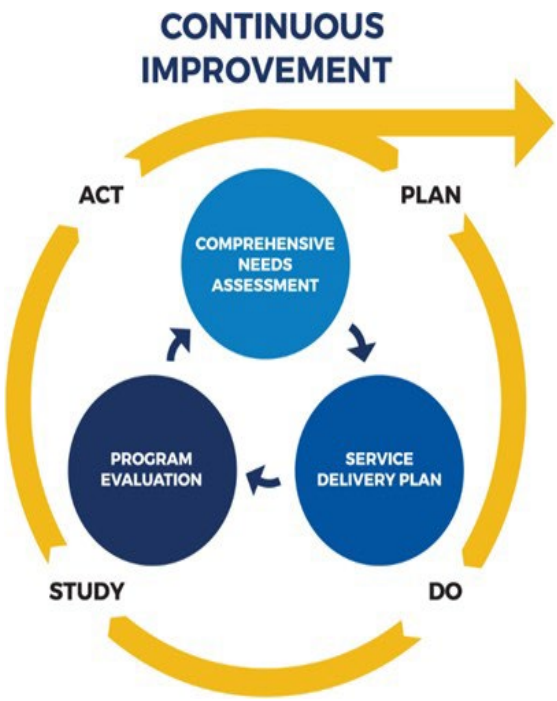
High School Graduation: Indiana will close its four-year adjusted cohort graduation rate gap for all subgroups by 50% by 2023.

Indiana has not set State performance targets for reducing the number of high school students who drop out nor set targets for OSY. However, the MEP has identified these as areas of need within the population of migratory children.

Needs Identified through the Statewide CNA

The IMEP followed OME's recommended Continuous Improvement Cycle (Exhibit 5) for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2021 and on file with IDOE) using OME's CNA Toolkit model of identifying major concerns, analyzing data to validate those concerns and identifying needs, and selecting research- and evidence-based solutions to address those needs. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The State MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff beginning in 2022-23. The evaluation measures developed in the SDP inform a statewide program evaluation to collect data on the MEP's fidelity to implement its intended strategies and the impact of those evidence-based strategies on student achievement.

Exhibit 5: MEP Continuous Improvement Graphic



In addition to the findings from the CNA, the following alignment chart contains these SDP components:

- **Service Delivery Strategies**: The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are three strategies for each of the four goal areas. The strategies will be used as the target for the implementation of the MEP.

- **Measurable Program Outcomes**: The SDP Committee created MPOs that reflect the State performance targets, needs identified in the CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the differences that the MEP will make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions**: The SDP Committee developed an Evaluation Plan for results (that relate to the State Performance Indicators/Targets and MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the Evaluation Plan in this SDP for a detailed description of the IMEP Evaluation Plan.

GOAL AREA #1: English Language Arts and Mathematics

Concern Statements:

- We are concerned that migratory students are disconnected with school due to various factors, leading to poor academic performance in ELA and math.
- We are concerned that migratory students lack equitable access or expertise in navigating state-of-the-art technology, internet, tools and software, creating barriers to ELA and mathematics instruction, especially in remote learning environments.
- We are concerned that migratory students are achieving proficiency in ELA and mathematics at a lower rate than their non-migratory peers due to limited English language acquisition and high mobility.

Exhibit 6: ELA and Math Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Implementation Evaluation Questions	Results Evaluation Questions
1.1) Provide equitable access to supplemental services, instruction, and materials to migratory students and families through consistent mentorship, training, and partnerships with key stakeholders. **1.2)** Provide evidence-based English language development (when not available from other sources), ELA, and mathematics instructional services. This may include supplemental tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.	**1A)** By the end of the 2022-23 reporting period, migratory students in grades K-8 receiving MEP instructional services in ELA for 30 sessions or three weeks of summer programming will achieve a statistically significant gain ($p<.05$) on a curriculum-based ELA assessment. **1B)** By the end of the 2022-23 reporting period, migratory students in grades K-8 receiving MEP instructional services in math for 30 sessions or three weeks of summer programming will achieve a statistically significant gain ($p<.05$) on a curriculum-based mathematics assessment.	What was the average gain on ELA and mathematics pre/post assessments of students receiving 30 sessions or three weeks of summer programming? Was the average gain statistically significant ($p<.05$)?	What was the average gain for disaggregated groups (regular school year (RSY) and summer, PFS and non-PFS, grade level, etc.)? What percentage of identified K-8 migratory students received ELA and/or mathematics instruction for 30 sessions or three weeks of summer programming?

GOAL AREA #2: School Readiness

Concern Statements:

- We are concerned that preschool migratory children do not have access to adequate and reliable school readiness programs that provide transportation in their local communities.
- We are concerned that parents of preschool migratory children lack sufficient resources to help them support the school readiness of their children.
- We are concerned that preschool migratory children have not acquired sufficient school readiness skills.

Exhibit 7: School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
2.1) Coordinate with programs fostering developmental skills aligned with the Early Childhood Foundations and State expectations to assist migratory children with program enrollment and participation.	**2A)** By the end of the 2022-23 reporting period, 70% of migratory preschool children ages 3-5 will receive instructional services from existing preschool programs or MEP-funded programs.	What percentage of migratory preschool children participated in community-based programs? What percentage of migratory preschool children attended a migrant-funded early childhood education program?	What community-based programs did migratory children attend? What evidence-based strategies did MEP-funded programs use?
2.2) During the regular school year and/or summer, provide preschool materials, training, and information to better prepare parents to support their children's school readiness skills.	**2B)** By the end of the 2022-23 reporting period, 75% of migratory children ages 3-5 who are not proficient on the IMEP Kindergarten School Readiness Checklist and participate in center-based or home-based services for 10 sessions in an MEP-funded regular school year or summer program will make one level progress on at least three skills.	What percentage of migratory children are proficient on the IMEP Kindergarten School Readiness Checklist?	How many parents participated in parent education programs? How many opportunities for parent education were provided by region? What materials did parents receive?
2.3) Provide instructional and support services using evidence-based strategies within site-based or home-based early childhood education (ECE) programs.			What evidence-based strategies did regions use? What was the average gain for disaggregated groups (RSY and summer, PFS and non-PFS, etc.)? What percentage of migratory children were assessed with the IMEP Kindergarten School Readiness Checklist?

GOAL AREA #3: High School Graduation and OSY Achievement

Concern Statements:

- We are concerned that migratory secondary-aged youth are disconnected from school which is leading to needs regarding graduation requirements, postsecondary education, and/or career options.
- We are concerned that secondary migratory students who are only temporarily in school while in Indiana are not receiving opportunities for sufficient vocational training or making progress toward their high school diplomas or equivalency that will benefit them in their home states.
- We are concerned that OSY have difficulty accessing targeted English language instruction that meets their needs.
- We are concerned that OSY need assistance to locate and access community resources and support.

Exhibit 8: Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
3.1) Provide and/or coordinate opportunities for secondary-aged migratory students to set and meet graduation and college/career readiness goals with evidence-based supplemental instruction in a school-based, home-based, community-based, or technology-assisted model.	**3A)** By the end of the 2022-23 reporting period, 80% of secondary migratory students enrolled in supplemental MEP services for five sessions during the performance period will make progress toward their objectives set in their Individual Migrant Plan.	What percentage of migratory students enrolled in five or more sessions made progress toward their objectives set on their IMP?	What goals were included in IMPs? Which model (school-based, home-based, or technology-assisted model) was employed by region? What percentage of migratory students met their objectives disaggregated by group (PFS and non-PFS, model used, etc.)?
3.2) Provide OSY with flexible and accessible learning opportunities to access targeted English language instruction, instruction aligned to identified needs, and assistance to locate and access community resources and support.	**3B)** By the end of the 2022-23 reporting period, 70% of youth participating in OSY Consortium lessons will demonstrate 5% growth on curriculum-based pre/post assessments.	What percentage of migratory students that were assessed with an OSY Consortium material scored an 80% or higher?	What instructional services were provided to migratory OSY by region? What percentage of OSY received a certificate of high school completion? What percentage of migratory OSY were assessed with OSY Consortium materials?
3.3) Implement activities from the Instruction for Secondary and Out-of-School Youth (iSOSY) Consortium to meet the identified needs of secondary and OSY youth.			What activities and strategies from the OSY Consortium materials did the region employ?

GOAL AREA #4: Support and Emotional Learning

Concern Statements:

- We are concerned that migratory students, OSY, and parents do not have sufficient knowledge or support necessary to navigate the educational system, career options, social emotional support, and/or community resources.
- We are concerned that migratory students/OSY do not have access to medical, dental, vision, and mental health care which prevents them from fully maximizing their educational experience.
- We are concerned that migratory students/OSY do not have adequate resources and materials necessary for engaging in school.

Exhibit 9: Support and Emotional Learning Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
4.1) Provide and/or coordinate appropriate support services that align to the identified needs of migratory children with emphasis on the following: -Coordination and partnerships with local health providers for medical, dental, vision, mental health, and assistance in accessing these services. -Supplemental support for navigating the educational system, exploring career options, obtaining social-emotional support, and other resources through coordination meetings, virtual networking, and community resource referrals.	**4A)** By the end of the 2022-23 reporting period, 90% of students with support needs will receive a support service aligned to their needs as recorded on the family/ student needs assessment.	What percentage of identified migratory children ages 3-21 who had needs identified on the Family Needs Assessment received MEP services and/or referrals aligned to the identified need?	What types of support services did the region provide? How many migratory children received the service? With which organizations did the region coordinate?
4.2) Provide educational support materials and other items needed for access to educational opportunities based on the family/student needs assessment, such as school supplies, hygiene kits, and uniform items.			What education support materials did the region provide? How many migratory children received the materials?

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the IMEP will be completed by the State with the assistance of an external evaluation firm, META Associates, knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the State context, and the operation of the IMEP. The evaluation will systematically collect information to improve the program and help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA and mathematics, school readiness, high school graduation, OSY achievement, and support services have been addressed and met. Questions answered by implementation and outcome data are included in the alignment chart.

To comply with federal guidelines, Indiana will prepare an annual performance results evaluation to inform SEA decision-making that includes performance results data on State performance targets related to Performance Goals 1 and 5 and any additional performance targets identified by the State, and results data on MPOs to inform IMEP decisionmaking. Every two-three years, Indiana will prepare a full evaluation report that includes implementation results, and implementations and recommendations for improvement of services based upon implementation results and performance results data.

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and the following evaluation planning chart will be collected, compiled, analyzed, and summarized for the IMEP. These activities will help the State determine the degree to which the MEP is on target to reach the State performance targets and effective based on the chosen MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (MIS2000), migrant flags in Learning Connection, and an annual program evaluation data collection (online needs assessment and evaluation surveys).

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected are listed in the tables on the following pages. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

Exhibit 10: Results Evaluation Data Collection Plan

MPO	Data Element	Reporting Form	Timeline
ELA and Mathematics			
1A) By the end of the 2022-23 reporting period, migratory students in grades K-8 receiving MEP instructional services in ELA for 30 sessions or three weeks of summer programming will achieve a statistically significant gain (p<.05) on a curriculum-based ELA assessment.	Pre and post-scores from a curriculum-based assessment	Assessment Results Spreadsheet (Google Doc)	By June 15 for regular term programs By September 15 for summer term programs
1B) By the end of the 2022-23 reporting period, migratory students in grades K-8 receiving MEP instructional services in math for 30 sessions or three weeks of summer programming will achieve a statistically significant gain (p<.05) on a curriculum-based mathematics assessment.	Pre and post-scores from a curriculum-based assessment	Assessment Results Spreadsheet (Google Doc)	By June 15 for regular term programs By September 15 for summer term programs
School Readiness			
2A) By the end of the 2022-23 reporting period, 70% of migratory preschool children ages 3-5 will receive instructional services from existing preschool programs or MEP-funded programs.	Number of children ages 3-5 identified and number participating	MPO Report	By September 15
2B) By the end of the 2022-23 reporting period, 75% of migratory children ages 3-5 who are not proficient on the IMEP Kindergarten School Readiness Checklist and participate in center-based or home-based services for 10 sessions in an MEP-funded regular school year or summer program will make one level progress on at least three skills.	Pre and post-scores from the Kindergarten School Readiness Checklist	Assessment Results Spreadsheet (Google Doc)	By June 15 for regular term programs By September 15 for summer term programs
High School Graduation and OSY Achievement			
3A) By the end of the 2022-23 reporting period, 80% of secondary migratory students enrolled in supplemental MEP services for five sessions during the performance period will make progress toward their objectives set in their Individual Migrant Plan.	Progress toward IMP	IMP	By June 15 for regular term programs By September 15 for summer term programs
3B) By the end of the 2022-23 reporting period, 70% of youth participating in OSY Consortium lessons will demonstrate 5% growth on curriculum-based pre/post assessments.	Pre and post-scores on OSY Consortium materials	Assessment Results Spreadsheet (Google Doc)	By September 15
Support and Emotional Learning			
4A) By the end of the 2022-23 reporting period, 90% of students with support needs will receive a support service aligned to their needs as recorded on the family/student needs assessment.	Needs and services provided recorded on the family needs assessment (FNA)	MPO Report	By September 15

Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State data collection and reporting system). Data analysis procedures will include descriptive statistics based on Indiana migratory student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of statistical significance will be completed, and trend analyses done.

Implementation Evaluation

Data on migratory children and services are collected by the State from each of its LOAs. Data sources include migratory parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the State will develop a Fidelity of Strategy Implementation (FSI) rubric to rate the extent to which the local implementation of strategies aligns to the strategy descriptions in the SDP. LOAs will use the tool to document methods of strategy implementation and evidence maintained locally regarding participation. A summary of FSI ratings and implementation data will be included in the evaluation report.

Indiana's MEP Data Collection and Reporting Systems

The IDOE collects data from school districts at various times of the year to comply with federal reporting requirements in addition to those required by the MEP. Migrant status is a part of these data collections: Having migrant status verified through these data collections serves to ensure that:

- the Indiana migrant database, MIS2000, is as accurate and as up-to-date as possible;
- migratory children are recruited and served as they move between districts; and
- federal reporting is accurate and timely.

MIS2000 is the database used for the IMEP. MIS2000 is a firebird-based, Microsoft Windows-compatible, database program that stores all Certificates of Eligibility (COE) and enrollment information for Indiana's migratory children. MIS2000 was developed by MS/EdD of Little Rock, Arkansas, and has been adapted to meet the unique data needs of Indiana's MEP. The data held in MIS2000 is used for all migrant eligibility decisions. All information regarding enrollment and withdrawal dates, supplemental program information, and family contact information is contained in MIS2000. Further, the database is used by the MEP to complete federally mandated reports and to allocate funds to school districts. All data entered into MIS2000 comes from the COEs and residency verifications submitted by the regions.

Migrant Student Information Exchange (MSIX) is a web-based portal that links States' record databases for migratory children to facilitate the national exchange of migratory children's educational information. MSIX produces a single, consolidated record for each migratory child

that contains the information from each State in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children. Indiana has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to MSIX Website.

In addition to these data systems, the IMEP conducts MEP-specific data collection for CNA and evaluation purposes. Currently, the State provides a parent survey and staff survey and has a focus group protocol for evaluation site visits. Surveys may be completed electronically or on a paper version. Parent surveys are available in English and Spanish. The MEP-specific data collection for performance results is completed either through MIS2000 or spreadsheets, depending on the data element needed (see the evaluation plan for more information).

Project Plan and Logic Model

Project Plan

The SDP Committee developed **a project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for implementation at the local level, and the State is required to ensure that its local projects comply with the comprehensive State plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs, and to determine other activities not in the plan based on local needs. The Committee considered the following key questions:

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should be kept onsite about strategy implementation?

Following the project plans for each goal area is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the IMEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you've arrived?

Exhibit 11: ELA and Mathematics Project Plan

Strategy	Implementation options	Use of MEP funds	Documentation
1.1) Provide equitable access to supplemental services, instruction, and materials to migratory students and families through consistent mentorship, training, and partnerships with key stakeholders.	• IMEP STEM curriculum • Digital literacy assessment • Digital citizenship curriculum • STEM Roadmap Project Lessons	• MEP staff • Computer-assisted instruction curriculum development • Paraprofessionals or outside tutors • Classroom teachers • Software/site licenses (evidence-based programs) • Electronic devices • Professional training and development • MOUs with partners	• Participation of students and PFS status, attendance logs • Evidence-based instructional materials/ strategies used • Staff schedules • Individual learning plans • Staff training sign-in sheets, agendas, and notes
1.2) Provide evidence-based English language development (when not available from other sources), ELA, and mathematics instructional services. This may include supplemental tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.	• One-on-one or small group tutoring • Curriculum/ computer-based intervention programs/software • Peer tutoring • Enrichment activities/programs • Reading groups/ book studies • Summer school • Weekend support • Distance/online instruction • Migrant tutor program • Home-based or camp-based tutoring • Self-paced credit accrual courses • Sheltered instruction • Bilingual support • Immersion programs	• MEP staff • Paraprofessionals or outside tutors • English language screeners • Classroom teachers • Evidence-based supplemental curriculum and materials • Software/site licenses (evidence-based programs) • Electronic devices • Professional training and development • Fees for instructional services • Summer school experiential learning activities • Books and distribution activities	• Participation of students with PFS and EL status, attendance logs • Results of assessments for students receiving services • How ELA instruction is targeted to needs • Evidence-based instructional materials/ strategies used • Progress monitoring • Pre/post assessment results • Staff schedules • Summer school calendars • Summer school classroom daily schedules • Individual learning plans • Staff training sign-in sheets, agendas, and notes • Parent surveys • Communication with parents/guardians (flyers, announcements, contact logs)

Exhibit 12: School Readiness Project Plan

Strategy	Implementation options	Use of MEP funds	Documentation
2.1) Coordinate with programs fostering developmental skills aligned with the Early Childhood Foundations and State expectations to assist migratory children with program enrollment and participation.	• Partnerships with local organizations to provide preschool services • Reimburse tuition fees to migratory families who enroll in preschools • Organize/reach out to home based preschools and playgroups • Connect families with East Coast Migrant Head Start (ECMHS) • Referrals	• Student tuition enrollment costs/ registration fee • Funding for partnership meetings • Professional development for staff who work with migratory children • MOUs with partners • Materials that align with IN Foundations for Early Learning	• Sign-in sheets for meetings • Enrollment documents • Agendas, meeting notes, sign in sheets • Personnel contracts • Transportation documentation • Communication with local services providers
2.2) During the regular school year and/or summer, provide preschool materials, training, and information to better prepare parents to support their children's school readiness skills.	• Home visits • Invite parents to preschool classrooms • Resources and training at parent events • Home-based parenting education with parent and child together time • Home-based preschool • Training for parents about early childhood education	• Family engagement materials • Meals at parent events • Partnerships with State and local PACs • Early learning resources for the home • Information for parents about local early childhood education programs	• Parent surveys • Participation records • Evidence base for instructional materials/ strategies used • Communication with parents/guardians (flyers, announcements, contact logs) • Parent meeting sign-in sheets, agendas, and notes
2.3) Provide instructional and support services using evidence-based strategies within site-based or home-based early childhood education (ECE) programs.	• Migrant-funded preschool • Lessons based on the IMEP School Readiness Checklist and IN Foundations for Early Learning • Attend and implement strategies from professional development • Home-based Preschool • Site-based preschool	• Funding of staff • Evidence-based curriculum • Preschool support materials • Preschool facilities, meals, transportation, etc. • Staff training and development	• Participation records • Evidence base for instructional materials/ strategies used • School readiness checklist results • Staff schedules • Summer school calendars • Summer school classroom daily schedules • Staff training sign-in sheets, agendas, and notes

Exhibit 13: High School Graduation and OSY Achievement Project Plan

Strategy	Implementation options	Use of MEP funds	Documentation
3.1) Provide and/or coordinate opportunities for secondary-aged migratory students to set and meet graduation and college/career readiness goals with evidence-based supplemental instruction in a school-based, home-based, community-based, or technology-assisted model.	**Credit Recovery** • Summer school program • After school program • Online courses • Night classes **Distance Education** • Online courses (e.g., UT, PASS, Plato) • Cross-district collaboration **Work Experience Credit** • CTE programs • Dual credits • Summer academic success workshop **Goal Setting** • IMEP Individual Migrant Education Plan • Lessons based on goal setting materials from OSY/secondary CIG • Work based experiences • Mentorships • Internships • Career centers • Training programs • Job shadowing • Apprenticeships • FAFSA support • ACT/SAT/ASVAB prep • GED prep	• Personnel • Technology • Supplemental software/licenses • Network connectivity • Electronic devices • Supplemental curriculum and materials • Records transfer • Institutions of Higher Education • College awareness and GED materials	• Individual learning plans • Student enrollment/ logs/attendance • Student surveys • Credit earned • Certificates of completion or achievement • Evidence-based instructional materials/strategies used • Progress monitoring with pre/post assessment results • Evidence of interstate and intrastate coordination • Staff schedules and assignments • Evidence of joint planning • Staff training sign-in sheets, agendas, and notes • MOUs • Transportation documentation • Communication (i.e., logs) with partners

Strategy	Implementation options	Use of MEP funds	Documentation
3.2) Provide OSY with flexible and accessible learning opportunities to access targeted English language instruction, instruction aligned to identified needs, and assistance to locate and access community resources and support.	**HS or Equivalent Completion** • Summer school program • After school program • Online courses • Night classes • Preparatoria classes **Distance Education** • Online courses (e.g., Mexican Consulate materials) • Cross-district collaboration **Work Experience Credit** • CTE programs • Dual credits • Summer academic success workshop **Goal Setting** • IMEP Individual Migrant Education Plan • Lessons based on goal setting materials from OSY/secondary CIG • Work based experiences • Mentorships • Internships • Career centers • Training programs • Job shadowing • Apprenticeships • ACT/SAT/ASVAB prep • GED prep	• Personnel • Technology • Supplemental software/licenses • Network connectivity • Electronic devices • Mexican Consulate materials • Supplies • Professional development	• Individual learning plans • Student enrollment/ logs/attendance • Certificates of completion or achievement • Evidence-based instructional materials/strategies used • Progress monitoring with pre/post assessment results • Evidence of interstate and intrastate coordination • Staff schedules and assignments • Evidence of joint planning • MOUs • Transportation documentation • Communication (i.e., logs) with partners
3.3) Implement activities from the iSOSY Consortium to meet the identified needs of secondary and OSY youth.	• Summer school program • After school program • Virtual tutoring • Night classes • OSY night • Leadership camp	• Personnel • Technology • Network connectivity • Supplemental curriculum and materials • Electronic devices • Transportation • Supplies • Professional development	• iSOSY Lessons • iSOSY Tracking Form • Student enrollment/ logs/attendance • Certificates of completion or achievement • Evidence-based instructional materials/strategies used

Exhibit 14: Support and Emotional Learning Project Plan

Strategy	Implementation options	Use of MEP funds	Documentation
4.1) Provide and/or coordinate appropriate support services that align to the identified needs of migratory children with emphasis on the following: -Coordination and partnerships with local health providers for medical, dental, vision, mental health, and assistance in accessing these services. -Supplemental support for navigating the educational system, exploring career options, obtaining social-emotional support, and other resources through coordination meetings, virtual networking, and community resource referrals.	• Assist families with access to health services • Coordinate college and career readiness opportunities with services available in the community • Coordinate early childhood outreach • Gather data about needs from the school or FNA • Health and safety classes • Joint meetings with coordinating partners • MOUs with partners • Parent education sessions • Partnerships with community services such as Proteus, East Coast Migrant Head Start, Indiana Legal Services, Indiana Health Center, Catholic Charities, Family School Partners, Perdue Extensions, etc.	• Services and supplies not accessible from other sources • Staff time • Tutors • Guest speakers • Transportation • Technology • Materials to provide to families/community partner about the MEP program	• FNA • Recruiters logs • Parent surveys • Connecteam

Strategy	Implementation options	Use of MEP funds	Documentation
4.2) Provide educational support materials and other items needed for access to educational opportunities based on the family/student needs assessment, such as school supplies, hygiene kits, and uniform items.	• Basic clothing essentials (shoes, jackets) • Book distribution • Coordination with the schools to determine needs • Gather donations and distribute • Hygiene kits • Necessary educational materials • Nutritional services • Promote referrals and local resources • Provide internet access • Provide services during recruitment • Technology checkout program • Transportation • Uniform items	• Emergency services (dental, vision) • Materials and supplies not accessible from other sources • Professional development • Staff time • Technology • Transportation	• FNA • Recruiter logs • Parent surveys • Connecteam

Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -IMEP funding -IMEP staff (coordinators, recruiters, data entry clerks, parent liaisons, instructors) -State CNA, SDP -MOUs with partners -Intrastate collaboration -Interstate collaboration **Information:** -PFS determinations -Student records, attendance, MSIX, MIS2000 -Demographic data -Assessment data -Learning plans -Graduation rates -ILEARN data -IMP data -Family needs assessments -IN Foundations for Early Learning **Materials:** -Technology -Evidence-based curriculum and strategies -IMEP Kindergarten School Readiness Checklist -Consortium materials -Mexican Consulate materials -English lessons -College awareness & GED materials -Family engagement materials	**Student services:** -Instructional services (reading and math tutoring, after school programs, summer programs, school readiness, counseling sessions, home- or site-based, etc.) -Educational materials distribution -Social-emotional learning (SEL) -Extracurricular support -Credit accrual/recovery -College and career readiness activities -Goal setting sessions -Discovery programs (Close UP, field trips, extracurricular programs) -Technology support at home and school -Tuition support for PreK programming -Health screenings and other support services -Advocacy, information, and referrals to partners **Family services:** -Family engagement (e.g., family literacy events) -Parent education activities **Training:** -Staff/tutor training and development including academic and technology integration strategies	**Student outputs:** -Participation in MEP programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising and college and career readiness activities -Individual Migrant Education Plans completed -Enrollment in pre-K programs -Educational materials distributed -Health screenings completed -Technology support provided -Participation in referred services **Family outputs:** -Participation in family engagement and literacy events **Training outputs:** -Staff participation in training -Use of evidence-based curriculum -Technology integration in lessons	**Student outcomes:** -Gains on curriculum-based assessments in ELA and math -Proficiency or gains on the IMEP Kindergarten School Readiness checklist -Objectives met on Individual Migrant Education Plans -Mastery/gains on OSY Consortium assessments -Services address family needs -Increased enrollment in ECE **Family outcomes**: -Parents understand and access the services available -Parents can identify the needs of children and get help **Training outcomes**: -Increased staff knowledge and use of strategies	-Interim performance targets met on the State assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at MEP events, school functions, and the educational environment -Increased school readiness skills -Increased promotion to the next grade level -Increased number of students on pathways to graduation and careers (work-ready, micro-credentials, etc.) -Increased percentage of students on track for graduation	-Percentage of migratory students scoring below proficient on the State assessment in ELA and math reduced by half -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a long-term plan for post-graduate careers or schooling. -Increased percentage of students entering at the Kindergarten-ready level -Increased graduation rates -Increased percentage of students entering the 11th grade with Algebra I or higher math course credit

Migratory Children Identified to Receive Priority for Services

Each Migrant Regional Center (MRC) participating in the IMEP is required to maintain data within MIS2000 regarding PFS. The PFS documentation is intended to assist MRCs in determining which migratory children should receive services first.

Definition of PFS (Title I, Part C, Section 1304 (d)): PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—
(1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
(2) have dropped out of school.

To be designated as PFS, a migratory child must meet Criterion 1 and at least one element in Criterion 2.

Criterion 1: QAD within the current or previous performance period (September 1 to August 31 annually)

Criterion 2:

- Student has dropped out of school
- Student is an OSY
- Student is classified as an English learner as defined by the most recent WIDA Screener, Kindergarten W-APT, or WIDA-ACCESS annual assessment
- For ages 3-21 only: parent or guardian confirmed that the student's primary language is one other than English and/or that the student receives LEP services in another state
- Student did not pass Indiana State Assessment or ECA Language Arts or Math
- Student was retained
- Student's grade placement is not age appropriate
- Student failed at least one section of a state assessment in another state
- Student is behind on accruing credits toward graduation requirements
- Student has a current Individual Education Plan (IEP) on file
- Student is below grade level on a locally administered assessment (DIBELS, Preschool Screener, Acuity, etc.)
- Student has grades indicating below average performance in math, language arts, sciences or social studies
- Student has missed 10 or more days of school

How PFS Students are Targeted for Services and Reporting

Indiana has determined that the allocation it has is sufficient for providing services to all migratory students in the State, thus the IMEP has set a lofty goal for identifying and serving

100% of migratory students. Nonetheless, PFS students are targeted for services first. In the MEP sub-allocation formula, the State gives weight to programs with relatively high percentages of PFS students. Locally, if there is limited space in any program funded or coordinated with the MEP, PFS students are placed at the top of the list for participation.

In reporting, the MEP disaggregates for PFS students, non-PFS students, and all migratory students as long as the disaggregation is a large enough number on which to base conclusions (typically N>30). The disaggregation is made for State assessments and any MPOs based on individual achievement on assessments or individual participation in a particular service.

Identification and Recruitment Plan

Eligibility for services through the MEP is determined according to the Title I, Part C, Education of Migratory Children section of ESSA, in conjunction with the Non-Regulatory Guidance (2017) provided by OME.

Children are eligible to receive IMEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Indiana COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key eligibility information and then certification by the State that the recruiter’s determination is correct.

The goal of identification and recruitment is to ensure that all eligible migratory children and youth have access to appropriate program services that will help them learn and achieve high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for identification, recruitment, and enrollment are needed. Indiana’s identification and recruitment system is centralized at the SEA level and is collaborative with other migrant service organizations. Indiana implements specific procedures that combine the functions of student record keeping and recruitment under one documentation and record keeping system.

ID&R Field Specialists are responsible for statewide identification, recruitment, and enrollment of migratory students. They conduct eligibility interviews to determine student eligibility for MEP services; find, identify, and enroll migratory students into the State database; verify student eligibility; and conduct verification and approval process designed for quality control.

Components of identification and recruitment include eligibility determination, the COE, the migratory student database and record transfer system, quality control, and collaboration with migrant service providers throughout the State. These components result in migratory student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migratory students while they are in Indiana.

Training for Identification and Recruitment Staff and District MEP Coordinators

At a minimum, ID&R training includes the following topics:

- Knowledge of MEP eligibility requirements.
- Understanding of the decision-making process used to determine eligibility for the MEP.
- Knowledge of local agricultural production and processing activities.
- Familiarity with local growers, farmers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE.
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE.
- Quality control in identification & recruitment
  - Review and approval of COEs
  - Re-interview process
- Interview skills
- Process for resolving eligibility questions.
- IMEP identification and recruitment policies and procedures.
- Process for resolving eligibility issues.
- Knowledge of MEP services by region.
- Knowledge of the State database.

Additional resources that help with the identification and recruitment of eligible migratory students include the following.

- **Work Surveys** are distributed to all families upon enrollment of students in all LEAs. The Work Surveys are bilingual surveys designed to identify possible migratory families based on their responses to questions regarding work and travel history. These questionnaires are collected by a migrant education regional staff member or the ID&R Field Specialist. Work surveys indicating possible migratory activity are followed up with a family interview to determine eligibility.
- **School staff** are valuable resources for identification and recruitment because of their regular interaction with possible migratory students. School staff exchange information with the MEP staff, including the Project Director, MEP instructional staff, and family liaisons. These individuals are often the first point of contact for returning students and provide the appropriate referrals to ID&R staff as well as other services.
- **Parents, students, and other migratory families** who are already identified in the MEP refer to other migratory families whose qualification and eligibility have not been determined. This word-of-mouth spread of information is particularly useful for migrant education as new families will often look to more experienced families for advice and help.
- Other **community resources** include migrant farmworker employers, community gatherings/functions, migrant service agencies, community service organizations, and health providers.

Roles and Responsibilities of Recruiters

In addition to the training topics provided above, recruiters should have adequate knowledge of:

- languages spoken by migratory workers;
- the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- local roads and location of migrant labor camps and other migrant housing; and
- other agencies that may provide services to migrant workers and their families, such as Migrant Health, Workforce Investment Act (WIA), and Women, Infants, and Children (WIC).

Recruiters in Indiana are to adhere to the above requirements and are expected to:

- locate potentially eligible migrant children;
- obtain information provided by families/guardians regarding eligibility for the MEP through a personal interview;
- make determinations of eligibility based on Non-Regulatory Guidance, statutes governing the MEP, and guidelines in the ID&R Manual and Quality Control Plan;
- accurately and completely document a child's eligibility on a COE (children cannot receive MEP services without a record of eligibility);
- maintain auditable and current records relating to identification and recruitment;
- have knowledge of MEP programs and services offered by the district;
    - have initial ID&R training inproper eligibility determinations, including guidelines regulating the MEP; effective strategies to recruit migrant children in the area; COE—proper documentation and completion; and use of the migrant database;
- attend all State ID&R trainings and other training opportunities when offered;
- know Draft Non-Regulatory Guidance, statutes governing the MEP, and guidelines in the Quality Control Plan;
- know State MEP policies and procedures;
- know local district policies and procedures;
- participate in and support quality control procedures for the MEP; and
- know and adhere to technology policies and procedures.

Quality Control Plan

The Indiana Quality Control Procedure Manual is a useful tool and reference for members of the IMEP staff, administered by the Division of Student Achievement and Growth, Office of English Learning and Migrant Education to assure that the processes used day-to-day meet the federal Title I, Part C program requirements. It also serves as a guide for the IMEP staff to ensure that established quality controls are used to facilitate compliance with the rules and regulations that govern the MEP.

In addition, this Manual is intended to meet the requirements set out in the Title I, Part C Non-Regulatory Guidance document, which specifically states that a quality control system should include at least the following components:

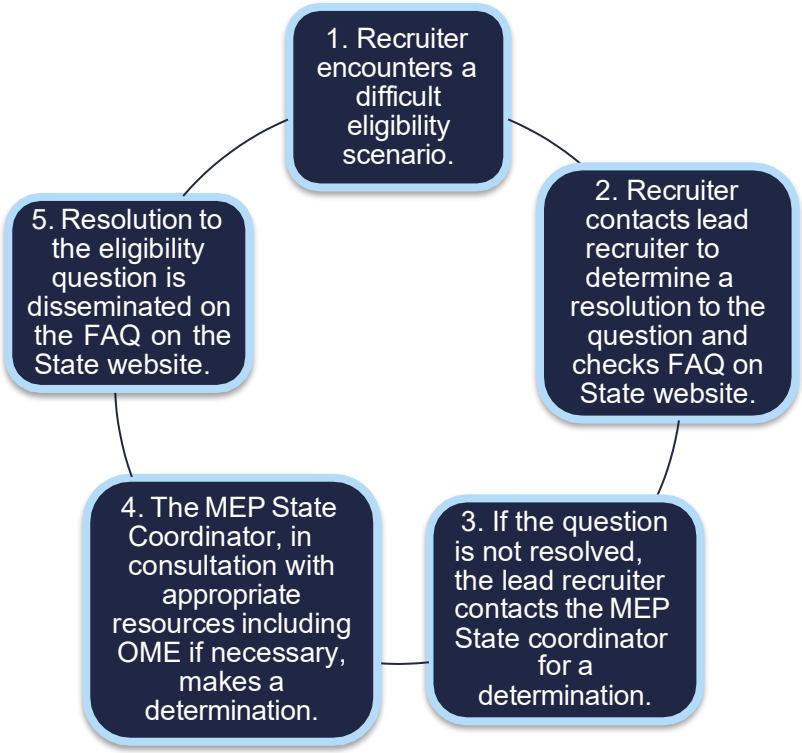
1. training for recruiters on various aspects of the job;
2. a designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. a formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. a process for the SEA to validate that eligibility determinations were properly made;
5. apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. a process for implementing corrective action in response to internal audit findings and recommendations.

The complete Quality Control Procedural Manual, ID&R Manual, and resources are posted on the IMEP website: https://www.imepedu.com/resources/idr

Resolving Eligibility Questions Flowchart

When MEP staff or ID&R Field Specialists (recruiters) encounter questions related to the eligibility of a particular student or family, the State uses the following process for resolving questions and disseminating guidance on the responses.

Exhibit 15: Plan for Resolving Eligibility Questions



Parent Involvement Plan

Parents' Roles

Section 1304 of ESEA, as amended, requires that both the State MEP and LOAs consult with parents of migratory children, including PACs, in planning and operating programs and projects that last at least one school year. In addition, these programs and projects must be carried out, whenever possible, according to the same parental involvement requirements of Section 1116 of ESEA. This provision requires SEAs and LOAs to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP.

Section 1116 requires States to demonstrate, in their Consolidated State Plan, that they will provide schools and districts with effective parental engagement strategies. For their part, LOAs must have a State-approved plan for parental engagement that establishes the LOA's expectations and objectives for meaningful parent and family involvement. In addition, 34 C.F.R. § 200.83(b) requires SEAs to develop their SDP in consultation with the State PAC if the program is one school year in duration. Indiana State PAC members were involved in developing this plan.

Parents were involved in the IMEP CNA and the SDP process whereby parents provided feedback about concerns, strategies, and goals during parent meetings. In addition, parent feedback from CNA and evaluation surveys informed the decisions of the Committee. Parent involvement in the planning of the program enables parents to understand the MEP, have informed conversations with MEP and school staff about their children's education, and fully assist in improving the MEP. This involvement can be in the form of evaluations, surveys, and PAC meetings.

The parent and family engagement provisions of Title I, Part A of the ESEA stress the following:

- shared accountability between schools and parents for high student achievement;
- local development of parent and family engagement plans with sufficient flexibility to address local needs; and
- building parents' capacity for using effective practices to improve their child's academic achievement.

To address the unique needs of migratory families, MEP goals for parent engagement should include:

- helping parents understand the impact of mobility on their children's education and consider moving at times when the least disruption occurs, such as at the end of the school year or semester, during breaks, or after grading periods;

- reinforcing the importance of enrolling their children quickly when they move to a new site; and
- helping parents keep their children's records (birth certificates, immunization records, report cards) in a convenient place (such as a folder or online) so that they can provide them when enrolling their children in a new school.

Because parents value learning and want the best for their children, their engagement is key to the academic and social success of all students. The State of Indiana endorses the following standards for parent and family engagement.

- Communication between home and school is regular, two-way, and meaningful.
- Parenting skills are promoted and supported.
- Parents and families play an integral role in assisting student learning.
- Parents and families are welcome in the school, and their support and assistance are sought for volunteering.
- Parents and families are full partners in the decisions that affect children and families.
- Collaboration with the community strengthens schools, families, and student learning.

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate and bring their whole family. Examples of effective topics and formats for PACs include:

- PAC meetings
- Literacy nights
- Creating educational games
- Parenting education

The IMEP views parents as collaborators with the schools in the education of their children. However, because of work schedules—especially during the summer months—as well as family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. However, through the interaction that occurs between parents and migrant advocates, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

Establishment of Migrant PACs

LOAs must establish a PAC with representation of eligible migratory parents, and the State agency must establish a Statewide PAC with representation from the LOAs (eligible migratory parents). Two State PAC meetings are held annually (virtually or in-person) and may coincide with regionally established PACs.

Migrant PAC membership consists primarily of migratory parents or the guardians of eligible migratory children and can also include school personnel who represent the interests of migratory parents. Parents who are interested in participating in regional and State PACs may contact their local MEP program for more information. The PAC consists of no fewer than five members, if possible. Regional PACs will recommend 1-2 highly qualified parents for the State PAC and representatives will be offered the opportunity for individual discussion with the State Migrant Specialist to emphasize the value of the role of a State PAC representative and give parents the ability to speak directly to decision makers about the needs of their children and region. The goals of the Migrant PAC are:

- to provide parents with the knowledge and skills needed to be an effective advocate for their child;
- to provide parents the opportunities to have a voice in the MEP; and
- to provide parents the opportunities to provide support to school programs.

Migrant PACs function to advise the LOA on concerns of migratory parents that relate to the planning, operation, and evaluation of the MEP. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the MEP. Indiana's State PAC is comprised of parent representatives from each migrant-funded LOA.

Student Records Exchange and MSIX Usage Plan

Indiana uses MIS2000 as its database for all data elements related to migratory children in the State. MIS2000 allows states to store data from COEs, education records, health information, as well as additional information (such as evaluation data) that states need to collect. MIS2000's reporting tools allow preinstalled reports, the creation of reports on the fly, print copies of COEs, eligible student counts, as well as federal performance reports.

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to "assist states in the electronic transfer of student records and in determining the number of migratory children in each state". Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to "ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part."
Established and administered by ED contract, the Migrant Student Information Exchange (MSIX) system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in

multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use (MIS2000 in Indiana) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

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

It is the responsibility of the MEP data specialist, the regional coordinator, and regional clerk to ensure that school or program records are updated immediately once information becomes available. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term. It is the responsibility of the MEP data specialist to update the child’s MSIX record within four days of a MSIX request for data based on a child’s interstate move. For students not yet in high school, the Consolidated Record is used to verify the student’s grade level and previous enrollments if any. For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative.

All credits and partial credits earned while in Indiana, whether through the MEP or a non-project LEA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. The MSIX course history is reviewed prior to placing students in a course.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

Collaboration and resource sharing around the IMEP SDP will be undertaken beginning in the spring of 2022. Full implementation of the SDP will begin in 2022-23 following the alignment that will be done among the IMEP application, sub-allocation process, evaluation systems, and the updated IMEP SDP.

The IMEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and national trainings are

provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on math and literacy strategies, strategies for early learning, and strategies for high school graduation and college and career readiness.

Improving educator quality for migratory children and youth is built into the strategies and MPOs contained in this SDP. Professional development is both part of the State plan and an expectation for local programs. State objectives supporting the professional development of IMEP staff include:

- preparation and background to support educators to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of service providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- creation of a professional development framework that supports sustained, ongoing, instructional improvement.

Within this framework, the IMEP and its LOAs offer and/or participate in professional development activities such as the following.

- CNA and SDP meetings
- State and regional trainings in ID&R, migrant services, and data collection
- Annual Collaboration/Leadership Retreat for all MEP employees
- Annual STEM Summit for summer school staff
- Consolidated grant application training and technical assistance
- ID&R meetings for recruiters and project administrators
- Interstate Coordination and CIG Sessions
- Annual Migrant Education Directors' Meetings and New Directors' Orientation

Professional development is designed to support instructional and support services that meet the program objectives. Professional development takes many forms including annual meetings and conferences; ongoing professional development opportunities; partnerships with universities, community colleges, and adult education centers; and monitoring and assistance for MEPs.

Following are examples of national and local resources in professional development that the IMEP will employ for both migrant staff and in some cases for regular school personnel who work with migratory children. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many also have resources in ELA, math, school readiness, parent involvement, identification and recruitment, and graduation from high school. Following the list of national resources is a list of professional development opportunities in Indiana identified by the SDP Committee.

- The **Association for Migrant Educators of Texas** (AMET) sponsors an annual conference for migrant education professionals in Texas. Because many migratory students are home-based in Texas, the annual AMET conference often includes sessions relevant to receiving state educators. http://www.ametx.org/
- The **High School Equivalency Program** (HEP) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training. The HEP website is found at: www.ed.gov/programs/hep/index.html
- The **Identification and Recruitment Consortium (IDRC)** promotes interstate coordination for ID&R leading to improved educational continuity for migratory students. http://www.idr-consortium.net/
- The **Inspire and Innovate: The Migratory Parent Action Coalition (I2MPACT)** CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities. https://www.i2mpact.org/
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. http://imec-migranted.org/
- **Instructional Services for Out-of-school and Secondary Youth** (iSOSY) is a CIG funded by OME at the U.S. Department of Education (USDE) to build capacity in states for providing instruction for OSY and at-risk secondary students. The website is found at http://www.osymigrant.org/index.htm
- The **Migrant Literacy NET** is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills. https://www.migrantliteracynet.com/
- The **Migrant Services Directory: Organizations and Resources** provides summaries and contact information for major federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf
- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. Indiana typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- The U.S. Department of Education's **Office of English Language Acquisition** provides a Summit for English language learners with a strand and sessions for migrant education. For more information, see http://www2.ed.gov/about/offices/list/oela/index.html
- The **OME** administers grant programs that provide academic and supportive services to eligible migratory students who are uniquely affected by the combined effects of poverty,

language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children.

- **Pew Hispanic Center** is a research organization and "Fact Tank" in Washington, DC, that is supported by the Pew Charitable Trusts, to improve understanding of the U.S. Hispanic population and to chronicle Latinos' growing impact on the entire nation. The website is found at www.pewhispanic.org
- The **Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits https://www.npcpass.org/
- The **RESULTS** website has many resources for technical assistance, state contact information, events, CNA, SDP, and evaluation. https://results.ed.gov/
- **What Works Clearinghouse** is a central and trusted source of scientific evidence for what works in education to improve student outcomes. It has reviews of thousands of studies on hundreds of education programs, products, practices, and policies. It maintains accurate information on education research and conducts thorough reviews of the research literature to critically assess the evidence presented. http://ies.ed.gov/ncee/wwc/

At the State and local level, examples of resources that Indiana shares among local MEPs include the following.

- The Keep Indiana Learning website provides links to divisions that offer professional development resources for Indiana schools including the Early Childhood Services Bureau, 21st Century Learning Center grantees, Statewide Voluntary Preschool Program, Adult Literacy/GED, career planning, diverse learners, educator quality, Title programs, the Indiana Core, and other State initiatives. https://keepindianalearning.org/
- **Migrant Education** information can be found on the IDOE website at https://www.in.gov/doe/grants/migrant-education-program/
- The MRCs run a combined website for the IMEP that includes ID&R resources, contact information for each of the regions, parent information, links to region websites, and instructional resources. https://www.imepedu.com/imep
- The **Indiana Teachers of English to Speakers of Other Languages** (INTESOL) Conference provides annual professional development sessions in strategies and current issues to help teachers better provide English instruction to LEP students. http://www.intesol.org/
- The **Education Service Centers of Indiana (ESC of I)** have a mission to create a collaborative environment for all of Indiana's educational service centers to implement statewide initiatives beneficial to all Indiana's educators and students. Resources available on the website include initiatives relevant for migrant educators. https://escindiana.org/

- **Indiana Early Childhood Conference** is an annual event that brings together an average of 4,000 early childhood professionals. The three-day event provides presentations from experts on child development, early intervention, school readiness, effective communication between the school/child care center and home, and sound money management strategies for child care centers. https://inaeyc.org/

Sub-granting Process

The SDP is implemented at the local level through grants to local projects. The State MEP uses the grantmaking process as a means of ensuring that LOAs are implementing their programs in accordance with the SDP. Section 34 C.F.R. § 200.83(c) requires the SEA to ensure its LOAs comply with the plan. In the requirements for local project applications, IDOE has established expectations for what LOAs must address to receive funding. Critical components of the local project application include:

- local needs assessment;
- assurance that the local project will work to achieve the State MPOs and implement the strategies in the SDP;
- additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);
- activities to put the strategies into operation, included in a project plan;
- an evaluation and data collection plan;
- descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, and summer activities; and
- a budget.

Project applications are evaluated against descriptions of how they will implement the strategies (which are listed in the applications) and the extent to which the described activities align with the SDP and the State's project plan. All requests to modify grants after they have been awarded require an explanation of the rationale for the change and supporting data that outlines how the proposed change aligns with the SDP.

Documentation of implementation of the SDP and impact to determine program progress are described in the Project Plan and the Evaluation Plan. Districts must describe the process they use for annually reviewing and evaluating the effectiveness of the use of Title I-C funds in ensuring that migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, have the support needed to effectively participate in school, increasing the achievement and graduation rates of migratory children, and revising the activities to be provided as necessary based on the results of the evaluation.

Monitoring and Accountability

Monitoring of local MEPs is the responsibility of the IDOE. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

The State's monitoring plan includes a two-year cycle where each LOA is monitored onsite. Sites that are not receiving an onsite visit in a given year receive a desktop monitoring where the project application, budget, data reporting, and compliance are reviewed. Monitoring outside of the scheduled cycle may be arranged at an agency's request or as needed if an LOA is at risk of a serious or chronic compliance problem or has unresolved issues.

In the spring, LOAs scheduled to be monitored the following year are notified. All project directors receive training and technical assistance through annual application walkthroughs facilitated by the program director and/or designated staff. Monitoring staff, including IDOE staff and any monitoring contractors, identify dates and confirm the schedule with directors prior to onsite visits. An official notification letter is mailed to the director of each LOA identified for monitoring for the upcoming school year. This letter includes information on how to prepare for the visit.

Monitoring teams, consisting of IDOE staff or designees, conduct the onsite reviews. The team visits the schools and sites providing services and interviews regional staff. The size of the monitoring team varies depending on the size of the LOA.

In some instances, the State may determine that a follow-up monitoring visit is necessary to verify implementation of an LOA's actions resulting from its plan for correction. The MEP On-Site Monitoring Indicators Tool will be updated during the systems alignment process to match the new strategies and MPOs. Monitoring tools are on file with IDOE.

Technical Assistance to Local MEP Sites

Technical assistance is available through State-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional coordinator in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP).

The IDOE and MRCs sponsor activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include:

- Indiana State website with a link to the State MEP page;
- ID&R meetings and trainings for recruiters and project administrators;
- statewide and regional migrant PAC meetings;
- Indiana EL and Federal Programs Conferences;

- State-sponsored meetings around a specific theme or innovation; and
- technical assistance and program compliance monitoring visits from the IDOE MEP staff.

Collaboration and resource sharing around the IMEP CNA and SDP have continued to be a priority. Full implementation of the SDP will begin in 2022-23. Systems alignment of the new SDP with other State systems including the State MEP application, MEP monitoring, and the evaluation system will begin in the summer of 2022 and continue in the fall of 2022 and throughout the 2022-23 school year.

Plans are in place for technical assistance and resource sharing to be intensified around the professional development activities outlined in the Professional Development Plan. These activities will be necessary to ensure that all IMEP staff and other personnel working with migratory students and families (as well as migratory parents) are aware of, and fully implement, the new SDP.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the IMEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. Indiana will begin implementation of the new SDP with the 2022-23 sub-allocation application. New and updated MPOs and strategies will be implemented in 2022-23 and evaluated soon after the end of the reporting period.

In the summer and fall of 2022, the IMEP will continue its strategic planning and systems alignment process by undertaking the following key activities.

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the IMEP Director, an MEP staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the IMEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the Evaluation Plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Review the sub-grantee application and revise it to align with the new and updated MPOs, strategies, and resources.
- Design and deliver a SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the IMEP monitoring tool to include accountability for progress made toward meeting the Indiana MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies.