

SERVICE DELIVERY PLAN (SDP)/PROCEDURE MANUAL

Montana Migrant Education Program (MEP)

Angela Branz-Spall
ESEA Title I Part C Migrant Education Director
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
406.444.2423 (office) or 406.459.6368 (cell)
abranzspall@mt.gov

April 2023



Special Thanks to the Montana SDP Committee Members

Tim Berg, Project Director, Polson MEP
Angela Branz-Spall, State Migrant Education Director
Amber Buchanan, State Data Specialist, OPI
Marty Jacobson, Consultant, META Associates
Frank Hollowell, Huntley Project Director
Pat Lowthian, Huntley Assistant Director
Andrés Moreano, Tutor, Huntley Project
Mike Rea, Secondary Coordinator
Peggy Reimann, Consultant, Third Way Consulting
Mary Stark, Tutorial Outreach Project Coordinator/Huntley Teacher
Jennifer Tolan, Tutor, Huntley Project
Jeanne Walter, Recruiter and Parent Liaison
Glen White, Project MASTERY
Pam White, Project MASTERY
Betty Williams, Project Director, Missoula MEP



Thanks also to select MEP and general classroom teaching staff, migratory parents, and migratory students who also gave generously of their time to participate in SDP Committee meetings or provide feedback as their school or work schedule permitted V

Table of Contents

Definitions of Terms Related to the SDP	1
Executive Summary	2
Introduction	3
Legislative Mandate for Service Delivery Planning	3
Description of the State Migrant Education Program	3
Description of the Planning Process	5
SDP Report Components	6
General Framework and SDP Alignment	7
State Performance Targets	7
Needs Identified through the Statewide CNA	8
Montana MEP Program Alignment Chart	9
Goal Area #1: Reading/English Language Arts (ELA)	9
Goal Area #2: Mathematics	10
Goal Area #3: High School Graduation	12
Goal Area #4: School Readiness	13
Evaluation Plan	14
Plan for Evaluation of Project Implementation and MPO Results	14
Student Assessment and Progress Monitoring Plan	14
Statewide MEP Data Collection and Reporting Systems	15
Project Plan and Logic Model	18
Logic Model	23
Migratory Children Identified to Receive PFS	24
Identification and Recruitment Plan	25
Roles and Responsibilities of Recruiters	25
Quality Control Plan	26
Regulatory Requirements for ID&R Quality Controls	27
Parent and Family Engagement Plan	27
Supporting Migratory Parents in the Education of Their Children	27
Local and State Parent Involvement Plans	29
Student Records Exchange and MSIX Usage Plan	30
Montana State MEP Student Records Exchange	30
Migrant Student Information Exchange (MSIX)	31
Implementation & Accountability Plan	33
Local Level Communication and Professional Development	33
Monitoring and Technical Assistance	35
Fiscal Accountability	36
Time and Effort Requirements/Standards	37
Travel Logs	40
Procurement/Disposition	40
Summary and Next Steps	41
Communicating the SDP to Local Projects and Other Stakeholders	41
Next Steps	41

Acronyms and Abbreviations Used in the Report

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
HiSET	High School Equivalency Exam
HS	High School
I ² MPACT	Inspire and Innovate: the Migratory Parent Coalition
ID&R	Identification and Recruitment
IDRC	Identification and Recruitment Consortium
LOA	Local Operating Agency
MEP	Migrant Education Program
MLN	Migrant Literacy NET
MMERC	Minnesota Migrant Education Resource Center
MontCAS	Montana State Reading and Math Assessments
MPEC	Migratory Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIS	Migrant Student Information System (Washington database)
MSIX	Migrant Student Information Exchange
MT	Montana
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
OME	Office of Migrant Education (U.S. Department of Education)
OPI	Montana Office of Public Instruction
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PII	Personally Identifiable Information
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEAM	Science, Technology, Engineering, Art, and Mathematics
STEM	Science, Technology, Engineering and Mathematics

Definitions of Terms Related to the SDP

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a state's Migrant Education Program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the state's performance targets.

Management Team: A core group of advisors who may help the state MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth through 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent, guardian, or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

Executive Summary

The goal of the Montana Migrant Education Program (MEP) is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migratory students of Montana. To achieve this goal, the Montana MEP strives to create conditions that empower educators working with migratory children to collaborate in designing programs which build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migratory students that meet or exceed those of the general student population. Parental involvement is viewed as an essential part of the educational process, and home-school-community partnerships provide the support necessary to improve student achievement.

This report updates the Montana MEP Service Delivery Plan (SDP), reflecting recent data and an update to the State MEP Comprehensive Needs Assessment (CNA). Similar to many other states, Montana has undergone a downward trend in the number of migratory students identified and served, demographic shifts, and local MEP context changes. Guidance from the U.S. Department of Education, Office of Migrant Education (OME) calls for an update when there are:

- updates to the statewide CNA;
- changes to the Measurable Programs Outcomes (MPOs);
- changes related to the services that the MEP will provide statewide;
- changes to the evaluation design; and
- evaluation results that require improvements to service delivery.

The Montana SDP Committee was led through the service delivery planning process by META Associates using the *Migrant Education Service Delivery Plan Toolkit* (2018). The key documents that provide support to states in the implementation of the Continuous Improvement Cycle which includes the SDP are 1) Code of Federal Regulations, Title 34, Section 200.83, *Responsibilities of SEAs to Implement Projects Through a Comprehensive Needs Assessment and a Comprehensive State Plan for Service Delivery*; 2) the Elementary and Secondary Education Act (ESEA), Section 1306, *Comprehensive Needs Assessment and Service Delivery Plan*; and 3) *Non-regulatory Guidance: Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965 (2017)* as found in Chapter IV: Comprehensive Needs Assessment and Service Delivery Plan.

Policy guidance issued by OME in the Title I-C Non-Regulatory Guidance states that the delivery of services must reflect the best information available and focus on ways to meet the unique educational needs of eligible migratory children and youth. This Montana MEP SDP was planned and implemented in collaboration with a broad-based SDP committee representing MEP educators, administrators, recruiters, and other staff; state education agency staff; and migratory parents.

In order to conduct a plan for services to migratory children and youth in Montana, the state reviewed the findings from the recently completed CNA Update (2020) using the most current data reported from the 2018-19 and 2019-20 reporting periods. The SDP Committee reviewed the concern statements and solution strategies in preparing strategies and MPOs.

The CNA update shows a need to support migratory students with direct instruction and support services to help them succeed in school, stay in school, and address interrupted schooling issues associated with migrancy. Specific strategies for addressing these needs are included in this SDP update report along with the MPOs, state performance measures, resources needed, and various plans for evaluation of services, involvement of parents, identification and recruitment (ID&R), identification of

students with priority for service (PFS), exchange of migratory parent records, and other systems to support migratory student success.

The next steps in the Continuous Improvement Cycle identified by OME (2018) are for the MEP to assure that the statewide SDP is implemented as designed. Through the program evaluation process, the findings based on progress made by the MEP toward meeting the new MPOs are used to help inform the next cycle of needs assessment. In addition, a systems alignment process will be employed by the Montana Office of Public Instruction (OPI) to ensure that its program application for sub-grantees, program monitoring by the state, and evaluation tools are aligned with the service delivery planning process and the new SDP. Finally, OPI will review program implementation through its regular monitoring cycle using a monitoring rubric that examines the fidelity of implementation of the strategies and MPOs.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of ESEA of 1965, reauthorized in 2015 by 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)].

To identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide SDP based on a recent 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 unique 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 migratory parent advisory council (PAC) in a format and language that the parents understand. SDP Committee representatives had close contact with parents and provided feedback from their perspective. Parents were directly consulted via surveys and at local PAC meetings.

Description of the State Migrant Education Program

Many of Montana's migratory students come from Washington state with a rising number of students making moves within the state. Students also come from California, Colorado, Michigan, Nebraska, Oregon, and Texas. Migratory families home-based in Montana move in the spring, summer, and early

fall for mushrooms, huckleberries, sweet grass, and other qualifying activities. There are also interstate migratory students whose families work on ranches, potatoes, and other area crops. Most migratory students in Montana are Hispanic. Other ethnicities include Asian (Hmong), American Indian, Black, and White (non-Hispanic) students.

Because issues of mobility, language, and poverty affect the migratory student's opportunity to receive excellence and equity in the classroom, the Montana MEP strives to provide educational experiences that can help children reduce the effects of educational disruptions and other problems that can result from repeated moves. During the regular school year, in areas with concentrations of migratory children, MEPs operate in support of, and in coordination with, the regular school program. During the summer, at the peak of Montana's agricultural season, educational programs are set up exclusively for migratory children when regular school programs are not in operation.

Services in Montana are provided at four local project sites during the summer and regular year. Following is a list of the local projects in Montana and when each provides services to migratory students:

- ✓ Fromberg – Site-based summer program
- ✓ Huntley – Site-based regular year and summer program
- ✓ Missoula – Leadership project during the regular year and a site-based summer program
- ✓ Polson – Site-based summer program

In addition, the Montana MEP coordinates with other agencies to operate a number of year-round projects including the following:

- ✓ Project MASTERY - Project MASTERY teachers visit all of the schools in rural areas where one or more migratory students have been identified. They provide classroom materials, technological support, and teacher workshops throughout the State of Montana, as well as planning services to regular term projects. Project MASTERY provides access for migratory students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to rural schools as part of a cooperative agreement between the Montana MEP and the Minnesota Migrant Educational Resource Center (MMERC). Project MASTERY also enables the Montana MEP to identify and recruit students in the most remote, non-project areas of the state where ID&R efforts had been all but impossible in the past.
- ✓ Year-round ID&R of migratory students.
- ✓ Youth Education/Out-of-School Youth (OSY) – Secondary education staff provide supplemental instructional and support services to migratory students and OSY during the summer and year-round in small, rural schools. Staff help fill in the gaps of education that migratory students/OSY might have missed and helps students/OSY graduate high school or obtain their high school equivalency diploma.
- ✓ Count on Me - Count on Me is a camp-based tutoring project aimed at teaching basic math skills, involving parents in their children's education, and reaching as many children as possible over the short span of the cherry harvest in Polson. The goal of instruction is to teach at least one new skill and prevent summer regression in mastery of math facts and skills. The curriculum for this program is called "Picnic Table Math" and uses games to teach fundamental mathematical concepts and language and to review critical math facts. This curriculum has seven levels and goes from preschool (pre-number thinking) skills through pre-Algebra skills. The skills and concepts taught are aligned with Washington State Standards since over 90% of the



migratory children in Polson attend school in Washington.

Description of the Planning Process

The MEP State Director at OPI convened a team of key stakeholders to serve on the SDP Committee, including representatives of OPI, and individuals with expertise in content areas of English language arts (ELA), mathematics, early childhood, and school health and safety; state MEP staff who coordinate data collection, professional development, educational programming, and parent engagement; and school district personnel who provide direct services to migratory children, preschoolers, and OSY.

Refer to the SDP Committee Membership list. META Associates facilitated the SDP process for Montana. The table below summarizes the SDP meetings held virtually in 2020-21.

Schedule of SDP Meetings

Dates	Objectives	Outcomes
October 16, 2020	<ol style="list-style-type: none"> 1. Understand how the program planning process interacts with the state SDP 2. Create strategies for meeting migratory student needs 3. Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • 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, graduation and OSY services, and support services • Drafted strategies
November 20, 2020	<ol style="list-style-type: none"> 1. Understand how the program planning process interacts with the state SDP 2. Update strategies and MPOs for meeting migratory student needs 3. Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • Finalized strategies in goal area teams • Draft MPOs • Discussed components of the SDP related to the parent engagement plan, professional development plan, identification and recruitment (ID&R) plan, technical assistance and monitoring plan, and student records plan
February 19, 2021	<ol style="list-style-type: none"> 1. Understand responsibilities and method for evaluation data reporting 2. Discuss services provision and use of available materials 3. Review records transfer requirements and responsibilities 	<ul style="list-style-type: none"> • Developed draft logic model and project plan • Review records transfer requirements and update records transfer procedures
March 22, 2021	<ol style="list-style-type: none"> 1. Understand preschool strategies and MPOs 2. Make decisions about assessments 	<ul style="list-style-type: none"> • Updated early childhood strategies and MPOs • Updated early childhood assessment options
April 12, 2021	<ol style="list-style-type: none"> 1. Understand parent engagement strategies and MPOs 2. Make decisions about the parent engagement plan 	<ul style="list-style-type: none"> • Updated parent engagement strategies and MPOs • Updated parent engagement plan
May 13, 2021	<ol style="list-style-type: none"> 1. Understand evaluation data collection needs 2. Review records transfer and MSIX policies and procedures 	<ul style="list-style-type: none"> • Updated records transfer plan • Updated evaluation plan

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

The General Framework Section contains the strategic planning chart of the SDP decisions that were
 Montana MEP Service Delivery Plan 2021

determined by the SDP Committee. 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 in each goal area.

SDP Report Components

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

1. **Performance Targets.** The plan specifies the performance targets that the state has adopted for all migratory children for:
 - a. English language arts;
 - b. mathematics;
 - c. high school graduation;
 - d. the number of school dropouts;
 - e. school readiness; and
 - f. other performance targets that the state identifies for migratory children.
2. **Needs Assessment.** The plan includes identification and an assessment of:
 - a. the unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - b. 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 unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. **Service Delivery.** The plan describes the Montana MEP's strategies for achieving the performance targets and MPOs described above. The state's service delivery strategies addresses:
 - a. the unique educational needs of migratory children that result from the children's migratory lifestyle, and
 - b. 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 measurable outcomes.

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

1. **Migratory Children Identified to Receive Priority for Services.** A description of how, on a statewide basis, the MEP will give priority to migratory children who have made a qualifying move within the previous 1-year period **and**
 - a. who are failing, or most at risk of failing, to meet the challenging state academic standards, or
 - b. have dropped out of school.
2. **Parent and Family Engagement.** 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.
3. **Identification & Recruitment Plan.** A description of the state's plan for identification and recruitment activities and its quality control procedures.

4. Exchange of **Student Records**. A description of the state’s plan for requesting and using migratory child records and transferring migratory child records to schools and projects in which migratory children enroll.

General Framework and SDP Alignment

State Performance Targets

This section describes the performance targets that Montana has adopted for all students and the targets set by the Montana MEP for migratory children for ELA, mathematics, and high school graduation.

State Assessment and Graduation Targets

According to the Montana ESSA State Plan from January 2018, the long-term goals (as displayed in the Interim Targets and Long Term Goals below) for all students, “...display a four percent reduction in the number of students not proficient (or not graduated) each year. This allows for stronger growth in real numbers among low scoring subgroups in order to close the achievement gaps between these subgroups and the state average. In addition, the adjustments to the goals set year over year use normalization procedures to take into account the subgroup population. Of note is that the ESSA State Plan does not include interim targets and goals for migratory students. The same calculation used for all students and other subpopulations was used for migratory students based on where migratory students were on 2016-17 state assessments. The following equation is used to determine the next year’s goal: $p+(1-p)*.04+ .43* \sqrt{(((p+(1-p)*.04)*(1-(p+(1-p)*.04)))^n)}$ where: p = previous year’s percent proficient or percent graduated and n = number of students in the subgroup.” There are no specific targets for reductions in the number of students dropping out of high school.

Interim Targets and Long-term Goals for Proficiency and Graduation

Academic Achievement Goal		Baseline 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022	Year 6 2023
ELA	All Students	50.3%	52.4%	54.4%	56.3%	58.1%	59.9%	61.5%
	Migratory	33%	37%	41%	45%	49%	52%	55%
Mathematics	All Students	41.3%	43.7%	46.1%	48.3%	50.5%	52.5%	54.5%
	Migratory	26%	30%	34%	38%	42%	46%	50%
Graduation	All Students	85.6%	86.4%	87.0%	87.7%	88.3%	88.9%	89.5%
	Migratory	76%	80%	83%	86%	89%	90%	90%

Source: Montana ESSA Plan

School Readiness

There are no established benchmarks or goals for preschool-age children in the ESSA State Plan. However, the MEP has described “how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the state and its LOAs will ensure that the unique educational needs of migratory children, **including preschool migratory children** and migratory children who have dropped out of school, have been met.” Concerns, strategies, and goals align with the Early Education Standards Montana has identified for all children.

Support Services

Montana has not set targets for support services for all children in the ESSA State Plan. However, the

MEP has identified unique needs of migratory children that can only be met through support services and established outcomes within the SDP.

Needs Identified through the Statewide CNA

The Montana MEP CNA results provided a blueprint for the delivery of services within the state for migratory children and youth. An SDP Committee was formed by the state with representatives of the key stakeholders in migrant education within the state. Migratory parents and community members were represented along with MEP educators, SEA staff, administrators, and recruiters.

The Montana MEP followed OME’s recommended Continuous Improvement Cycle for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2021 and on file with OPI) using the five-step model of conducting preliminary work, exploring what is, gathering and analyzing data, making decisions, and transitioning to SDP development. 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 summer 2021. The evaluation measures developed in the SDP inform a statewide program evaluation to collect data on the MEP’s fidelity to implementing its intended strategies and the impact of those research-based strategies on student achievement. 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 and solution strategies determined during the CNA process. There are strategies for each of the concerns. 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 and the needs and solution strategies identified in the CNA. MPOs are the desired outcomes of the strategies that quantify the differences that MEP services 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 of this SDP for a detailed description of the Montana MEP Evaluation Plan.

Montana MEP Program Alignment Chart

Goal Area #1: Reading/English Language Arts (ELA)

State Performance Target: By 2022-23, 61.5% of students in grades 3-8 will score proficient or advanced on the Smarter Balanced ELA Assessment.

Concern Statement: We are concerned that as a result of migrancy, fewer migratory students score proficient or advanced on the Smarter Balanced ELA Assessment than non-migratory students.

Data Summary: In 2018-19, 30% of migratory students scored proficient or above in ELA compared to 50% of non-migratory students.

Need Statement: The percent of migratory students scoring proficient or above on the state ELA assessment needs to increase by 20%.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1.1: During the regular school year, provide migratory students with supplemental, evidence-based or based on best practices, reading/ELA instruction/support (e.g., tutoring, ongoing communication with families and schools, teaching resources [Project MASTERY], MMERC instructional materials, Ready4K, Migrant Literacy Net, credit accrual support, support for remote/hybrid learning models, flexible support for alternative instructional delivery).</p>	<p>MPO 1.1: By the end of the 2020-21 reporting period, migratory students receiving MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/ literacy achievement.</p>	<p>Was the gain on the classroom teacher survey for students in grades K-8 receiving MEP-funded reading/ELA instruction during the regular school year statistically significant ($p < .05$)?</p>	<p>How many migratory students received MEP reading/ELA instruction/support? What types of MEP reading/ELA instructional services were provided?</p>
<p>Strategy 1.2: During the summer, provide migratory students with supplemental, evidence-based or based on best practices, reading/ELA instruction (e.g., Summer Success Reading, Migrant Literacy Net, Khan Academy, credit accrual support, Digital Academy).</p> <p>Strategy 1.3: Provide migratory students with technology-based and innovative learning opportunities to promote reading/ELA (e.g., iPads, computers/laptops, online reading intervention programs, access to distance learning, Ready4K, cyber mentoring, Reading on the Range free books, support for remote learning).</p>	<p>MPO 1.2: By the end of the 2021 summer migrant program, 75% of migratory students receiving reading/ELA instruction during the summer will increase their reading skills by 5% as measured by a local reading assessment (e.g. Summer Success, Migrant Literacy Net).</p>	<p>What percentage of students who received reading/ELA instruction during the summer demonstrated a 5% gain in their reading score?</p>	<p>How many migratory students received reading/ELA instruction during the summer? What types of supplemental reading/ELA instructional services were provided during the summer?</p>

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1.4: Provide parents with information and strategies for supporting their children’s reading/literacy skills (instructional packets, Ready4K, Project SMART, Migrant Literacy Net, instructional strategies for the home, support for online/remote learning, ideas for using language with children, Class Dojo, technology training for parents).	MPO 1.3: By the end of the 2020-21 reporting period, 80% of parents surveyed that participated in MEP parent training and activities will report that they increased their engagement in their children’s learning and education.	What percentage of parents reported increased engagement in their children’s education?	What information and resources were provided by the MEP at parent meetings and through Ready4K? How many parents participated?

Goal Area #2: Mathematics

State Performance Target: By 2023, 54.5% of students in grades 3-8 will score proficient or advanced on the Smarter Balanced Math Assessment.

Concern Statement: We are concerned that as a result of migrancy, fewer migratory students score proficient or advanced on the Smarter Balanced Math Assessment than non-migratory students.

Data Summary: In 2018-19, 20% of migratory students scored proficient or above in math compared to 41% of non-migratory students.

Need Statement: The percent of migratory students scoring proficient on the Smarter Balanced Math assessment needs to increase by 21%.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2.1: During the regular school year, provide migratory students with supplemental, evidence-based or based on best practices, mathematics instruction/support (e.g., tutoring, ongoing communication with families and schools, teaching resources [Project MASTERY], MMERC instructional materials, leadership programs, advocacy, credit accrual support, support for remote/hybrid learning models, flexible support for alternative instructional delivery).	MPO 2.1: By the end of the 2020-21 reporting period, migratory students receiving MEP regular year mathematics instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in mathematics skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math achievement.	Was the gain on the classroom teacher survey for students in grades K-8 receiving MEP-funded mathematics instruction during the regular school year statistically significant (p<.05)?	How many migratory students received MEP math instruction/support? What types of MEP mathematics instructional services were provided?

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2.2: Provide parents with information and strategies for supporting their children’s mathematics skills (instructional packets, instructional strategies for the home, support for online/remote learning, ideas for using language with children, Class Dojo, technology training for parents).</p> <p>Strategy 2.3: During the summer, provide migratory students with supplemental, evidence-based or based on best practices, mathematics instruction (e.g., Summer Success Math, Migrant Literacy Net math lessons, Count on Me, Project SMART, Khan Academy, credit accrual support, Digital Academy).</p>	<p>MPO 2.2: By the end of the 2021 summer migrant program, 75% of migratory students receiving mathematics instruction during the summer will increase their math skills by 5% as measured by a local mathematics assessment (e.g. Project SMART, Migrant Literacy Net).</p>	<p>What percentage of students who received summer math instruction demonstrated a 5% gain in their math score?</p>	<p>How many migratory students received math instruction during the summer? What types of math instructional services were provided during the summer?</p>
<p>Strategy 2.4: Implement the “Count on Me” math in the orchards program to students that migrate to the Flathead Lake area during the summer.</p>	<p>MPO 2.3: By the end of the 2021 summer migrant program, 75% of migratory students assessed receiving supplemental math instruction via the Count on Me program will increase their math skills as measured by the Count on Me assessment.</p>	<p>What percentage of students who participated in Count on Me improved their math skills?</p>	<p>How many migratory students received math instruction through Count on Me? What were some of the lessons learned from implementing Count on Me?</p>

Goal Area #3: High School Graduation

State Performance Target: By 2023, 89.5% of all students will graduate from high school

Concern Statement: We are concerned that as a result of migrancy, migratory students are graduating at lower rates than non-migratory students

Data Summary: The migratory student graduation rate for 2018-19 was 73% compared to the state graduation rate target of 87.7%.

Need Statement: The migratory student graduation rate needs to increase by 14.7%.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 3.1: Provide or facilitate the provision of supplemental instructional services to secondary students/OSY to help them obtain a diploma or its equivalent and/or improve postsecondary/career readiness (e.g., secondary credit accrual, academic skills tutoring, HiSET/ACT/SAT exam preparation, Migrant Literacy Net, MontCAS test preparation, leadership programming).</p> <p>Strategy 3.2: Provide secondary migratory students/OSY with advocacy and support (e.g., monitoring attendance and academic progress and providing referrals to services to address students' instructional and support needs).</p>	<p>MPO 3.1: By the end of the 2020-21 reporting period, 70% of secondary-aged migratory students will make progress toward high school graduation (progress on barriers such as attendance, credit accrual, assessment preparation) according to their graduation plan on Migrant Literacy Net (MLN) or transcript.</p>	<p>What percentage of secondary migratory students made progress toward graduation as recorded on their Migrant Literacy Net graduation plan or transcript?</p>	<p>In what areas did migratory students make progress? What services were provided by the MEP that related to attendance, credit accrual, and test preparation?</p>
<p>Strategy 3.3: Provide parents of secondary migratory students/OSY with information and strategies for supporting their children's high school graduation and preparation for postsecondary education/careers.</p>	<p>MPO 3.2: By the end of the 2020-21 reporting period, 80% of parents of middle school and secondary-aged students that participated in MEP parent training and activities for supporting graduation and careers will report that they increased their understanding of how to support their children.</p>	<p>What percent of parents who participated in MEP parent training and activities reported increased understanding of how to support their children?</p>	<p>What information and resources were provided at parent meetings and through Ready4K? How many parents participated?</p>

Goal Area #4: School Readiness

State Performance Target: No school readiness target for Montana

Concern Statement: We are concerned that as a result of migrancy, migratory preschool students do not have the school readiness skills needed to enter kindergarten prepared.

Data Summary: In 2018-19, migratory preschool children assessed could not master 36% of the skills assessed before receiving MEP services.

Need Statement: The percent of school readiness skills mastered by migratory preschool children needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.1: During the summer, provide supplemental, evidence -based or based on best practices, school readiness instruction to preschool migratory children that are aligned to their needs.</p> <p>Strategy 4.2: Collaborate with local and state early learning programs (such as Head Start, Ready4K, and local preschools) and initiatives to ensure migratory children have access to and participation in early childhood programs and services during the regular school year and/or summer.</p> <p>Strategy 4.3: Provide parents with information and strategies for supporting their children’s early literacy and math skills and increasing their knowledge of school readiness skills needed for entering kindergarten.</p>	<p>MPO 4.1: By the end of the 2021 summer migrant program, 75% of migratory preschool children receiving school readiness instruction will improve their skills by 5% as measured by the Montana MEP Preschool Outcomes Checklist.</p>	<p>What percentage of preschool children who received school readiness instruction demonstrated a 5% gain or more on the Preschool Outcomes Checklist?</p>	<p>How many preschool children received school readiness instruction? What types of school readiness services were provided?</p>

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the Montana MEP will be completed by the state with the assistance of an external evaluation firm, [META Associates](#), a firm that is knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the state context, and the operation of the Montana MEP. The evaluation will systematically collect information to improve the program and to 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, mathematics, school readiness, high school graduation, OSY achievement, and support services have been addressed and met. Evaluation questions answered by implementation and outcome data are included in the alignment chart.

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 work with the external evaluator to 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 form to document methods of strategy implementation and evidence maintained locally regarding participation. The FSI will be completed by projects annually.

Supporting documentation will include data from surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures at the conclusion of projects annually will include descriptive statistics based on Montana migratory child demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of statistical significance will be completed, and trend analyses conducted on open-ended responses from stakeholders.

To comply with federal guidelines, Montana will prepare an annual performance results evaluation to inform SEA decision-making. The evaluation will include performance results data on state performance targets related to Performance Goals 1 and 5, any additional performance targets identified by the state, Government Performance and Results Act (GPRA) measures, results data on MPOs, implementation results, and implications 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 Sections 3 of this SDP is compiled, analyzed, and summarized by the external evaluator in collaboration with Montana MEP staff. These activities help the state determine the degree to which the MEP is effective in relation to the state performance targets, strategies, and MPOs.

Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement.

Determining progress and making adjustments in the MEP is focused on increasing migratory student achievement. The Montana OPI supports local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- ✓ distributing materials to support professional development activities among Montana MEP staff during regional meetings and statewide workshops;
- ✓ providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- ✓ reviewing program monitoring results and actions for the use of evaluation results for improvement;
- ✓ sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- ✓ including language in the local MEP application asking sites to discuss how evaluation results will be used for program improvement purposes;
- ✓ coordinating with the outside evaluator to review processes, procedures, and supports provided to local MEPs;
- ✓ sharing information among local MEPs from state and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- ✓ offering training-of-trainers sessions for MEP directors to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.

Statewide MEP Data Collection and Reporting Systems

The charts that follow provide information on the student, staff, parent, and program data collected and reported through the MEP.

Data element	Who collects?	How collected	When collected?
State assessment ELA and Math proficiency level scores of migratory students (by grade level); and percent of non-migratory students scoring proficient or above by grade level	LOA staff	State database	Winter
Number of cohort migratory students that graduated from high school (and the migratory student graduation rate); and the cohort graduation rate for non-migratory students	LOA staff	State database	Winter
Dropout rate for migratory students; and the dropout rate for non-migratory students	LOA staff	State database	Winter
Demographic and programmatic data contained in the CSPR	LOA/OPI staff	MIS2000/ CSPR	Regular updates

Data element	Who collects?	How collected	When collected?
Fidelity of Strategy Implementation (FSI) ratings	LOA staff	FSI	End-of-year
Number and type of intra- and interstate coordination activities	LOA & OPI staff	Records kept by OPI & LOA staff	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	LOA staff	Records kept by LOA staff	At time of function
Home-school communication documentation	LOA staff	Records kept by projects	Ongoing documentation
Number of staff enrolled in professional development programs and specifics on training	LOA & OPI staff	Records kept by OPI & LOA staff	Immediately after programs or functions occur
Documentation on monitoring and technical assistance review findings	OPI staff	Onsite visits Monitoring tool	After visit

Reading/ELA MPOs	Who collects?	How collected	When collected?
MPO 1.1: By the end of the 2020-21 reporting period, migratory students receiving MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.	LOA staff	Classroom Teacher Survey	School year end
MPO 1.2: By the end of the 2021 summer migrant program, 75% of migratory students receiving reading/ELA instruction during the summer will increase their reading skills by 5% as measured by a local reading assessment (e.g. Summer Success, Migrant Literacy Net).	LOA staff	Tracking Spreadsheet	Summer
MPO 1.3: By the end of the 2020-21 reporting period, 80% of parents surveyed that participated in MEP parent training and activities will report that they increased their engagement in their children's learning and education.	LOA staff	Parent Survey	Following parent engagement activity

Mathematics MPOs	Who collects?	How collected	When collected?
2.1: By the end of the 2020-21 reporting period, migratory students receiving MEP regular year mathematics instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in mathematics skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math achievement.	LOA staff	Classroom Teacher Survey	School year end
2.2: By the end of the 2021 summer migrant program, 75% of migratory students receiving mathematics instruction during the summer will increase their math skills by 5% as measured by a local mathematics assessment (e.g. Project SMART, Migrant Literacy Net).	LOA staff	Tracking Spreadsheet	Summer
2.3: By the end of the 2021 summer migrant program, 75% of migratory students assessed receiving supplemental math instruction via the Count on Me program will increase their math skills as measured by the Count on Me assessment.	Third Way staff	Results in Count on Me report	Summer

Graduation MPOs	Who collects?	How collected	When collected?
MPO 3.1: By the end of the 2020-21 reporting period, 70% of secondary-aged migratory students will make progress toward high school graduation (progress on barriers such as attendance, credit accrual, assessment preparation) according to their graduation plan on MLN or transcript.	Secondary coordinator, LOA staff	MLN Graduation Plan or Transcript	Year round
MPO 3.2: By the end of the 2020-21 reporting period, 80% of parents of middle school and secondary-aged students that participated in MEP parent training and activities for supporting graduation and careers will report that they increased their understanding of how to support their children.	LOA staff	Parent Survey	Following parent engagement activity

School Readiness MPOs	Who collects?	How collected	When collected?
MPO 4.1: By the end of the 2021 summer migrant program, 75% of migratory preschool children receiving school readiness instruction will improve their skills by 5% as measured by the Montana MEP Preschool Outcomes Checklist.	LOA staff	PK Outcomes Checklist	Summer

Project Plan and Logic Model

The SDP Committee developed a **project plan** to flesh out activities and identify the resources needed for each strategy. When activities are designed to be implemented at the local level, 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. The SDP 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 projects keep onsite about strategy implementation?

Services must supplement and not supplant services provided by other federal, state, and local entities. The project plan of this SDP reflects the work to be done at the state and LOA levels. However, when comparable services are available locally, opportunities for those services must be exhausted first. Monitoring from the SEA will determine when use of funds violates the supplement/supplant requirement.

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 Montana MEP 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 have arrived?

Reading/ELA Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
1.1	<ul style="list-style-type: none"> • After school tutoring • Project-based learning • Tutoring • Ongoing communication with families and schools • Teaching resources, e.g., Project MASTERY • MMERC instructional materials • Ready4K • Migrant Literacy Net • Credit accrual support • Support for remote/hybrid learning models • flexible support for alternative instructional delivery 	<ul style="list-style-type: none"> • Teachers and aides for tutoring and summer programs • Curriculum materials and supplies • Book distributions • Local PD 	<ul style="list-style-type: none"> • Classroom teacher surveys • Literacy pre and post assessments • Evidence-based instructional materials/strategies used • Student participation (attendance) • PD records • Writing samples

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
1.2	<ul style="list-style-type: none"> • Site-based summer program • Home-based summer program • Incorporation of art instruction • Theme-based educational field trips • Summer Success Reading • Migrant Literacy Net • Khan Academy • Credit accrual support • Digital Academy • Skills kits 	<ul style="list-style-type: none"> • Teachers and aides for tutoring and summer-based programs • Educational materials and supplies • Transportation for field trips • Admission fees for field trips • Print flyers that promote program 	<ul style="list-style-type: none"> • Attendance records • MIS2000 data • Optional student survey • Parent survey
1.3	<ul style="list-style-type: none"> • Technology instruction and projects • Technology check out programs • Science, technology, engineering, and mathematics (STEM) instruction 	<ul style="list-style-type: none"> • Instructional staff • Technology • Software/licenses • Kits and devices 	<ul style="list-style-type: none"> • Technology use (checkout programs) • Descriptions of engagement activities
1.4	<ul style="list-style-type: none"> • Parent activities and meetings • Staff PD • Project SMART parent materials • Migrant Literacy Net parent materials • Summer Success parent materials 	<ul style="list-style-type: none"> • Teachers and aides • Curriculum materials and supplies • Local PD • Expenses related to parent involvement • Transportation 	<ul style="list-style-type: none"> • Student participation (attendance) • ELA pre/post assessments • Evidence-based instructional materials/strategies used • Parent survey

Mathematics Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
2.1	<ul style="list-style-type: none"> • After school tutoring • Project-based learning • Tutoring • Ongoing communication with families and schools • Teaching resources, e.g., Project MASTERY • MMERC instructional materials • Leadership programs • Advocacy • Credit accrual support • Support for remote/hybrid learning models • Flexible support for alternative instructional delivery 	<ul style="list-style-type: none"> • Teachers and aides for tutoring and summer programs • Curriculum materials and supplies • Book distributions • Local PD 	<ul style="list-style-type: none"> • Classroom teacher surveys • Math pre and post assessments • Evidence-based instructional materials/strategies used • Student participation (attendance) • PD records

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
2.2	<ul style="list-style-type: none"> • Site-based summer program • Home-based summer program • Incorporation of art instruction • Theme-based educational field trips • Summer Success Math • Project SMART • Migrant Literacy Net • Khan Academy • Credit accrual support • Digital Academy • Skills kits 	<ul style="list-style-type: none"> • Teachers and aides for tutoring and summer-based programs • Educational materials and supplies • Transportation for field trips • Admission fees for field trips • Print flyers that promote program 	<ul style="list-style-type: none"> • Attendance records • MIS2000 data • Optional student survey •
2.3	<ul style="list-style-type: none"> • Count on Me • Picnic Table Math 	<ul style="list-style-type: none"> • Instructional staff • Technology • Transportation • Contractor agreements 	<ul style="list-style-type: none"> • Pre/post assessment results • Participation records • Staff records

High School Graduation and OSY Services Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
3.1	<ul style="list-style-type: none"> • Academic skill building • Assessment preparation • Career awareness • Enrichment and engagement • Field trips • High school credit accrual • High school equivalency • Home-based program • Leadership events • Life skills • Middle school course • Migrant Literacy Net • Post-secondary preparation • Site-based summer program • STEAM 	<ul style="list-style-type: none"> • College visits/ enrichment and engagement activities • Credit accrual cost • Field trip/leadership expenses • Staff time • Staff training 	<ul style="list-style-type: none"> • Agendas • Credit Accrual Form • Pre and post tests • Secondary Services Plan • Student participation (attendance) • Student Survey
3.2	<ul style="list-style-type: none"> • Academic progress checks • Bilingual support • Enrichment and engagement activities • High school equivalency • Life skills instruction • Monitoring attendance • Motivational strategies • Referrals to services to address students' instructional and support needs 	<ul style="list-style-type: none"> • College visits/enrichment and engagement activities • Credit accrual cost • Staff time • Staff training 	<ul style="list-style-type: none"> • Agendas • Credit Accrual Form • English Language Screener • Life skill lessons • OSYmigrant.org lessons • Pre and post tests • Student participation (attendance) • Student Survey

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites may keep about strategy implementation
3.3	<ul style="list-style-type: none"> College/university visits Communication with parents about MSIX consolidated records Meetings with parents, MEP staff and students Parent meetings and activities Share graduation plans with parents 	<ul style="list-style-type: none"> Teachers and aides Curriculum materials and supplies Local PD Collaboration with home and sending districts Parent meeting expenses 	<ul style="list-style-type: none"> Graduation plan Meeting agendas Meeting attendance Meeting notes MSIX/MIS2000 records Transcripts Parent survey

School Readiness Strategies

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)	Information sites should keep about strategy implementation
4.1	<ul style="list-style-type: none"> Direct instruction (site and home-based) Peer reading program Collaboration with partner agencies providing educational services for migratory children Field trips related to enrichment literacy activities 	<ul style="list-style-type: none"> Teachers and aides Local PD Early literacy resources e.g., books and access to technology Early learning resources Field trip expenses 	<ul style="list-style-type: none"> Attendance records School Readiness checklist Description of materials/strategies used
4.2	<ul style="list-style-type: none"> Meetings with partner agencies providing educational services for migratory children Ready4K Local preschool and/or Head Start collaboration Assist parents with registration and overcoming barriers to participation 	<ul style="list-style-type: none"> Teachers and aides Local PD Educational materials and supplies Meeting expenses 	<ul style="list-style-type: none"> Sign-in sheets Workshop agendas Parent evaluations Collaboration meeting records and notes
4.3	<ul style="list-style-type: none"> Offer large and small group parent workshops Home visitor protocol for effective parent interactions Use technology to create instructional videos for parents that model instructional strategies 	<ul style="list-style-type: none"> Teachers and aides Local PD Early literacy resources; e.g., books and access to technology Field trip expenses 	<ul style="list-style-type: none"> Attendance records School Readiness Checklist MIS2000/MSIX records

Logic Model

Input	Activities	Output	Short-term Outcome	Mid-term Outcome	Long-term Outcome
<p>Systems:</p> <ul style="list-style-type: none"> -MEP funding -MEP staff (coordinators, recruiters, data entry clerks, parent liaisons, instructors) -State CNA, SDP -Intrastate coordination -Interstate coordination <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (EL, 504, IDEA, etc.) -Graduation rates -MIS2000 data -MSIX data -Family needs assessments -Evaluation data <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -Mexican Consulate materials -OSY Lessons -College awareness & HSE/GED materials -Family engagement materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Instructional services (reading and math tutoring, summer programs, counseling sessions, home- or site-based, etc.) -Book distribution -Credit accrual/recovery -College and career readiness activities -Goal setting sessions -Discovery programs/enrichment activities (field trips, extracurricular programs) -STEAM project-based learning -Technology support at home and school -Tuition support for PreK programming -Dental/health screenings and other support services <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events) -Parent education activities -Parental Advisory Group <p>Training:</p> <ul style="list-style-type: none"> -Staff/tutor training and development including academic and technology integration strategies 	<p>Student outputs:</p> <ul style="list-style-type: none"> -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 -Graduation plans completed -Enrollment in pre-K programs -Books distributed -Health screenings completed <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy events <p>Training outputs:</p> <ul style="list-style-type: none"> - Participation in staff training -Use of evidence-based curriculum -Technology integration in lessons 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased participation in ELA and math instruction -Gains on curriculum-based assessments in ELA and math -Increased participation in support services -Mastery or gains on OSY assessments -Graduation plans completed -Gains on regular year classroom teacher survey -Progress on Secondary Student Services Plans <p>Family outcomes:</p> <ul style="list-style-type: none"> -Parents understand and access the services available -Parents can identify the needs and strengths of their children and support their learning <p>Training outcomes:</p> <ul style="list-style-type: none"> -Increased staff knowledge and use of strategies 	<ul style="list-style-type: none"> -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 percentage of students on track for graduation -Increased percentage of students completing Algebra I by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of migratory students scoring proficient or above on the state assessment in ELA and math 	<ul style="list-style-type: none"> -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a long-term plan for post-graduation careers or schooling. -Increased percentage of students entering at the Kindergarten-ready level -Increased percentage of students that graduate from high school -Increased percentage of students that enter and succeed in postsecondary education

Migratory Children Identified to Receive PFS

In accordance with the ESSA—Section 1304(d), MEPs must give PFS to migratory children who meet the following definition:

Each recipient of MEP funds shall give 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.

Determining which migratory students are PFS is put into place through the SDP as part of the state activity in which Montana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migratory student services. The Montana MEP has established an account of how these criteria are met. A migratory student, child, or youth must fit criterion 1 and criterion 2 to receive PFS.

1) Recent qualifying move

- The student has a qualifying arrival date (QAD) between September 1 of the previous year and August 31 of the current reporting period

(2) Failing or most at-risk of failing to meet state academic standards:

2a Migratory child has not met proficiency on state standardized assessments in reading and/or math (or)

2b Migratory child has not met proficiency on a local math assessment (or)

2c Migratory child has not met proficiency on a local reading assessment (or)

2d Migratory child that is behind in high school credits (or)

2e Migratory child that has dropped out of school (or)

2f Migratory child that has been retained or is over-age for grade (or)

2g Migratory child that has been identified as an English learner (EL) (or)

2h Migratory child that has an IEP or 504 plan.

Timelines:

- New PFS data is to be entered within the first 10 days of a student's eligibility for the MEP and is calculated by the state data system.

The PFS plan includes:

- Professional development on identification and services for PFS students locally.
- Activities to ensure that eligibility and services for PFS students are documented properly.
- Progress monitoring of MPO and state performance results for students with PFS.

State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of MEPs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS. Montana makes the decision about how MEP services are delivered by assigning the first priority for services to students that have been determined to have the greatest needs. Montana LOAs receiving MEP funds must target funds to provide services to migratory children. Districts may serve children who do not meet the "priority for services" criteria so long as they serve children who do meet the criteria first.

Identification and Recruitment Plan

The Montana MEP articulates its ID&R plan through its ID&R Manual. Local grantees are obligated to follow the requirements established in the Manual for identifying and recruiting eligible migratory children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building. The Montana ID&R Manual reflects the statutory requirements of ESSA as well as the MEP Non-Regulatory Guidance (March 2017) and the Code of Federal Regulations issued by OME. A copy of the manual is on file with the OPI.

Roles and Responsibilities of Recruiters

Finding and enrolling eligible migratory children is key to the operation of the Montana MEP. Identification and recruitment activities are critical because:

- ✓ the children who are most in need of program services are often those who are the most difficult to find;
- ✓ many migratory children would not fully benefit from school by not being eligible for MEP services, and in some cases would not attend school at all if they were not identified and recruited into the MEP - this is particularly true of the most mobile migratory children who may be more difficult to identify than those who have settled in a community; and
- ✓ children cannot receive MEP services without a record of eligibility.

A recruiter's primary responsibilities are to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; make eligibility determinations; accurately and clearly record information that establishes a child's eligibility for the MEP on the Montana COE; and determine the child's eligibility.

An effective recruiter is one who diligently works to understand the process of recruiting a migratory child and participates in training, planning, and interviewing of migratory parents or guardians. It requires cultural sensitivity, knowledge of the Montana MEP, knowledge of the requirements of the MEP, and excellent communication skills. To be effective, recruiters should have adequate knowledge of the following:

- ✓ MEP eligibility requirements;
- ✓ languages spoken by migratory workers;
- ✓ local growers;
- ✓ local agricultural production and processing activities;
- ✓ cycles of seasonal employment and temporary employment;
- ✓ the local school system, the services available for migratory children and their families, and the most effective strategies for recruiting within each school;
- ✓ local roads and the locations of places of work and housing;
- ✓ MEP services offered by the local operating agency; and
- ✓ other agencies that can provide services to migratory workers and their families such as Migrant Health, Migrant Head Start, and National Farmworker Jobs Programs.

Recruiters in Montana participate in rigorous training offered by the state and may participate, as well, in the National ID&R Forum, Identification and Recruitment Consortium (IDRC) trainings, and training of trainer's events sponsored by the state. The Montana MEP relies on the Non-Regulatory Guidance provided by OME as the basis for its training materials and guidance to local MEPs about ID&R.

Quality Control Plan

The Montana OPI is the entity ultimately responsible for the proper and timely ID&R of all eligible migratory children in the state, including securing pertinent information to document the basis of a child's eligibility. Eligibility data is recorded on the Montana COE. Montana's COE process first involves highly trained recruiters or advocate/recruiter interviews with the family or migratory youth to determine eligibility. When this is completed, the LOA site director reviews the COE for accuracy and completeness. Next the COE is sent to OPI and entered into the migrant-specific data system after a student number is obtained. As a final quality control check, the Montana MEP reviews the COE. The state also reviews the COE during monitoring of the local project. A copy of the COE is filed with the LOA. As a final measure of the state MEP recruitment, coordinator/local site director re-interviews the migratory family or youth based on a random sample of COEs.

To receive an MEP allocation from the OME, the Montana MEP must submit accurate child counts of eligible children to the Secretary of Education. Furthermore, it must:

- keep records of these eligibility determinations in order to verify that the counts are correct;
- maintain documentation of eligibility determinations to demonstrate that only children who met the definition of "migratory child" were served; and
- monitor the operations of subgrantees effectively by reviewing records of eligibility determinations to verify that the subgrantee is administering the MEP in accordance with the law.

The first line of quality control is prevention of errors which occurs through professional development (as discussed on the previous section of this chapter of the SDP). Training occurs for state MEP staff, local migrant directors, and recruiters. Quality control also occurs through reviews of COEs at three levels: 1) the recruiter level, 2) the project director level, and 3) the state level. At each of these levels, reviews for accuracy are undertaken which include verification of:

- completeness (e.g., Has the form been completed in its entirety?);
- fidelity to the instructions provided on the COE (e.g., Is there a separate COE for each member of the family with different residency dates or QADs?);
- COE number and year, project ID, and project name;
- data from the parent and child sections;
- eligibility data;
- parent/guardian consent signature; and
- interviewer signature.

Any corrections or revisions are done electronically in consultation with the recruiter or family if necessary. Services cannot be provided to migratory children until final approval has been obtained. This review process must be done within 36 hours, but usually is done sooner.

Information on ID&R is collected and reported by local MEP sites. Many resources on conducting ID&R and reporting ID&R results are available to assist recruiters as they conduct recruitments, verify information, and report ID&R results. Some of these include the Montana COE Process, the Montana MEP COE, and the Verification of Birth Date Form all found on the Montana MEP website: <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Title-I-Part-C-Migrant-Education>

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs.
4. An examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
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.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring or audit findings of the Secretary.

The Montana ID&R manual provides processes and procedures for each of the required components.

Parent and Family Engagement Plan

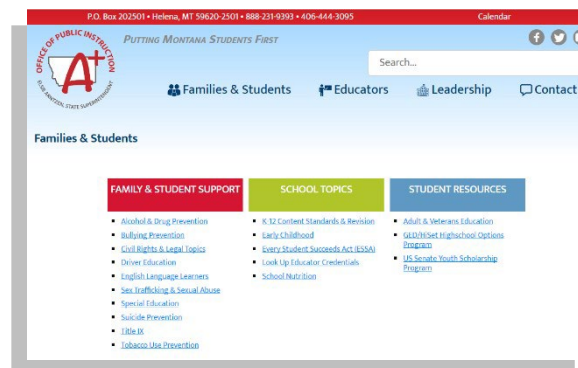
Supporting Migratory Parents in the Education of Their Children

The Montana MEP operates within the guidelines of the **Parent Engagement Policy** in which each LOA that receives Title I Part A funds jointly develops with parents a written parent and family engagement policy describing how it will (1) involve parents in the joint development of the plan and the process of reviewing the plan; (2) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance; (3) build school and parent capacity for strong parent engagement; (4) coordinate and integrate parent engagement strategies with other programs; (5) jointly conduct an annual evaluation of the content and effectiveness of the parent engagement policy in improving the academic quality of the schools served under Title I; and (6) involve parents in the activities of the schools.

Title I supports parent engagement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local project must implement programs, activities,

and procedures that effectively involve migratory parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children’s strengths and challenges. As such, migratory parents play a pivotal role in planning the educational programs in which their children participate. Involving migratory parents in planning the MEP also builds their capacity to assist in their children’s learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children’s education. Through their participation in the planning process, migratory parents also are advocates and supporters of the program because they have a personal stake in its success.

The Montana OPI has structures and resources in place for involving and supporting parents and families. With the goal of ensuring that high quality services are provided to all communities and schools, OPI provides a link to parent resources on its website at http://opi.mt.gov/montana_students#. This page offers links to resources and programs (i.e., the Montana PTA). Parents can print useful information and search electronic links related to curriculum, tests and assessment results, nutrition, and health, and involvement in school improvement.



Montana participates in two Consortium Incentive Grants (CIGs) that have goals for improving parent engagement. Inspire and Innovate: the Migratory Parent Coalition (I²MPACT) is a CIG led by Pennsylvania designed to support participating state MEPs to increase parent involvement through an expanded understanding of parent involvement and improved parent involvement activities. The Migratory Parent Empowerment Consortium (MPEC), led by Utah, is designed to strengthen the involvement of migratory parents in the education of their children including supporting their children’s mathematics skills needed to be successful in STEM fields.

While Montana has a state PAC in place through Title I, Part A to which migratory parents are invited, migratory parents often are hesitant to travel long distances to attend a statewide meeting. The geographic size of Montana and long distances between programs makes statewide, in-person parent meetings time- and cost-prohibitive. As a result, local PACs are in place to allow parents to have input on key issues affecting migrant education in Montana with virtual options for collaboration. There are two primary Migrant PACs that meet during the year – one group of parents that speak Spanish on one end of the state, and one group of parents that speak Hmong on the other end of the state. The Montana MEP coordinates these two groups so that they operate as one group but meet separately. The Montana MEP and local projects consult with the PACs about CNA and the design of the comprehensive SDP. At the year-round projects, parent meetings shall occur a minimum of three times per year on various topics aligned with parent interests and needs.

CNA results revealed that migratory parents need support in accessing community resources, using technology, learning strategies for becoming more involved in their child’s education,

building literacy skills, and learning about school safety and how to help their children be healthy (e.g., nutrition, drug awareness). MEP staff reported that parents were not able to be involved or involved very little in their children's education due to long hours working in temporary/seasonal agriculture. As a result, the NAC recommended that training for staff and parents should address ways to involve parents despite the limited time available.

Each local MEP has a parent component built into the project where MEP staff visit parents in their homes or places of employment to determine needs and ensure that parent voices are heard. Staff funded by the state MEP serve as home/school liaisons and help arrange transportation to allow parents to attend school functions, locate childcare during parent meetings, and find individual or group tutoring for parents in ESL or topics such as family literacy, health/nutrition, or the importance of helping their children graduate.

Local and State Parent Involvement Plans

Parent Advisory Council (PAC) Title I Part C MEP Requirements and Procedures

Montana Title I Part C MEP year-round program(s) in forming a Parent Advisory Council shall:

- 1) Use MT MEP documents and resources which clearly outline the goals, objectives, and priorities of the program which explain the requirements of the program.
 - a) Review the annual needs, year-end assessments, program activities in consultation with the PAC.
 - b) Encourage and assist parents to be actively involved in the planning and review of program elements such as the Comprehensive Needs Assessment Process, the Service Delivery plan, the MEP Evaluation, the use of MSIX and FERPA, as well as other relevant issues regarding the supplemental services provided by the MEP.
- 2) The composition of the PAC is determined by the parents of children enrolled in the MEP. Members of the PACs shall be elected/chosen by parents of migratory children at a general meeting to which all parents of pupils enrolled in the MEP are invited. Elected Parents may use the Title of President, Vice-President or if it is their preference, Lead Parent; Assistant Lead Parent etc. if those titles are more acceptable. The LEA shall inform the SEA MEP of the composition of the PAC in writing and provide ample time for parents' meetings to be scheduled and conducted.
 - a) At least two-thirds of the PAC shall be parents of migratory children.
 - b) The local educational agency (LEA) shall train PACs to carry out their responsibilities.
 - c) The LEA will document parental input on MEP requirements and provide that input to the SEA once a PAC meeting has been held. Documents provided shall be in accordance with the requirements of the Montana Open Meeting Law:
 - i) Posted agendas
 - ii) Sign-in sheets
 - iii) Meeting minutes
 - d) The district will submit to the state MEP director on a yearly basis, a sample PAC letter that is sent to parents informing them of their rights and responsibilities and the importance of the PAC.
 - e) The district will track PAC participation. Should there be a lack of participation, the LEA will develop alternative plans to enhance attendance at scheduled PAC meetings.

Each local migrant program coordinates parent engagement activities that may include the following.

- Disseminating information and resource guides about the SDP in a language and format parents understand and can access.
- Sending informational flyers about the MEP, MEP services, and invitations to the PAC meetings.
- Sending learning kits containing books, manipulatives, and other learning materials home with students, or via home visits.
- Visiting libraries to obtain library cards, attend read-with-your children activities, and familiarize parents with the importance of participating with their children in reading.
- Providing parent/teacher conferences to review students' learning activities and outcomes;
- Providing family math nights that include curriculum-related activities and games for parents and children.
- Providing workshops designed to strengthen parent involvement in their children's education covering topics ranging from good nutrition and positive disciplining to communicating with the school and developing good study skills.
- Hosting "transition" field trips in which school staff participate with students and parents to visit their new school. Pre-K students and their parents visit local kindergarten classrooms; elementary-aged student/parents visit middle schools; middle school-aged students/parents visit high schools; and high school-aged students/parents visit institutions of higher education.
- Hosting end-of-the-summer celebrations of learning that typically include a light meal and opportunities for parents to visit their children's classrooms and meet with school staff.
- Providing ongoing contact with parents through center-based activities, home visits, and telephone/virtual conversations to follow up and keep parents informed.

Local MEPs may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. The local MEPs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Montana MEP.

Student Records Exchange and MSIX Usage Plan

Montana State MEP Student Records Exchange

The Montana MEP relies on several sources of information and vehicles for the storage and retrieval of data and the generation of reports. Local MEP directors and other staff including MEP recruiters/ advocates are key to collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as staff and parent training rosters.

The Montana MEP utilizes the following main sources of information to store, maintain, and transfer migratory student records.

- The state website at <http://opi.mt.gov/>
- Washington Migrant Student Information System (MSIS) (to access migratory student records whose homebase state is Washington)

- Montana migrant-specific database (MIS2000)
- Migrant Student Information Exchange (MSIX)

MIS2000 is a state-specific database used by the Montana MEP. MIS2000 is a firebird-based, Microsoft Windows-compatible, database program that stores all COE and enrollment information for Montana’s migratory children. MIS2000 was developed by MS/EdD of Little Rock, Arkansas, and has been adapted to meet the unique data needs of Montana’s MEP. The data held in MIS2000 is used for eligibility record keeping as well as data reporting such as the Category I and II child counts. 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 LOAs and/or the state data administrator.

Migrant Student Information Exchange (MSIX)

MSIX is a national web-based portal that links states’ migratory child record databases to facilitate the exchange of migratory children’s educational and health information among the states. 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. Montana has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to the [MSIX Website](#).

State-based migratory student information systems like MIS2000 are linked to MSIX, an online national system developed by OME with the purpose of collecting, consolidating, and making critical education data available to authorized staff within the MEP along with other authorized users. MSIX does the following:

- retrieves and views student information;
- contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children;
- produces a single consolidated record for each migratory child that contains information from each state in which the child has been enrolled; and
- Provides a means of sending and receiving notifications of moves for migratory students from one state to another.

Demographic, educational, and health data on migratory students in Montana is maintained in the state migrant-specific database. These data are uploaded to MSIX on a daily basis to ensure timely access by MEP staff in all states. MSIX is another important tool for recruiters as it can facilitate the identification of potentially eligible children moving into the state, notify schools and MEP offices of a child’s arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migratory student data systems. Recruiters may find MSIX very useful in verifying demographic information (see use of the MSIX Consolidated Report). In addition, using a student’s history of previous moves, MSIX may assist in predicting the arrival of students and/or the destination of a student’s subsequent moves.

MSIX Student Move Alerts

A key feature of MSIX is the Student Move Alert sent via email to the Montana MSIX Data Administrator and state lead. These messages are then forwarded to the State ID&R Coordinator and State Recruiter who follow up directly or, in turn, share the information with local MEPs for follow-up depending on the time of year and available staffing.

MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If recruiters receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Montana MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the “receiving” program. Staff must be cautious not to enter personally identifiable information (PII) in email messages.

Use of the MSIX Consolidated Record

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP; appropriately placing that student; and, for secondary students, ensuring the student’s ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate identification and recruitment of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be undertaken by recruiters in utilizing the MSIX record:

- use the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student’s eligibility for the MEP; and
- verify the student’s demographic information including the spelling of the student’s name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, MIS2000, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

Use of MSIX by Parents/Guardians/Children and Youth

MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students.

Parents/guardians may be interested, for example, in viewing their child’s MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself,

recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation & Accountability Plan

Local Level Communication and Professional Development

The Montana MEP provides extensive professional development to prepare certified and non-certified staff 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 staff learn the strategies needed to implement the SDP, with an emphasis on math strategies, literacy strategies, early literacy strategies, strategies for high school graduation, and parent engagement activities.

The Montana MEP and its LOAs offer and/or participate in professional development activities such as:

- CNA and SDP meetings
- Collaboration meetings with service providers
- ID&R Forum
- ID&R training for recruiters
- Montana MEP administrators' meetings
- Interstate coordination and CIG sessions

Montana leverages national, state, and local sources of professional development. 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 organizations also have resources in ELA, math, school readiness, parent engagement, ID&R, and graduation from high school.

- **Colorín Colorado**, a bilingual site for families and educators of English learners (ELs), is found at <http://www.colorincolorado.org/>
- **Instructional Services for Secondary and Out-of-school Youth (iSOSY)** is a CIG funded by OME at the USDE in 2020 and projected through 2023 to build capacity in states with their secondary-aged migratory OSY population. iSOSY sponsors a dissemination event designed to help participants identify migratory OSY and provide services to meet their unique needs. The website is found at <http://osymigrant.org>
- OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting, the New Directors' Orientation, and topic-related events).
- **Project SMART: Making Mathematics Meaningful** is a Texas summer math migrant program created by the Texas Education Agency in collaboration with the Education Service Center, Region 20. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer migrant programs. The overarching goal of the project is to improve the math skills of migratory students

through scientifically based instruction, technology integration, professional development, and parent engagement. <https://www.projectsart.net/>

- **State website** (<http://opi.mt.gov/>) including a portal to the Montana MEP website (<http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Title-I-Part-C-Migrant-Education>) contains general information about the MEP and Federal requirements; lists the Montana migrant program goal, objectives, and mission; provides web resources; lists contact information for Montana MEP sites; and required forms/documents (e.g., COEs, sub-granting worksheet, needs assessment survey, health data entry form, student withdrawal form, MEP application, Performance Report forms [regular term and summer term], surveys).
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- The **I²MPACT** website includes materials designed to support state migrant education programs (MEPs) to increase migratory parent engagement and empowerment. <https://www.i2mpact.org/>
- The **Identification & Recruitment Consortium (IDRC)** is a consortium of states, designed to expand and improve infrastructures for interstate coordination, specifically ID&R. <https://www.idr-consortium.net/>
- The **Migrant Legal Action Program (MLAP)** works to enforce the rights of migrant and seasonal farmworkers (e.g., housing conditions, education, health, nutrition, and welfare). The program works with an extensive network of local service providers and is involved in litigation, legislative, and administrative advocacy. MLAP also provides support to local MEPs through training, TA, and other services. www.mlap.org
- The **Migrant Literacy NET** was created as part of the efforts of the MPEC CIG to increase migratory children's literacy skills and parent engagement resources designed to facilitate student success. The resources have all been field tested across multiple states and are free for use by instructional staff for students. All lessons and online tutorials are mapped to Common Core State Standards and WIDA standards. Online student tutorials and online reading needs screeners are available in English or Spanish. <https://www.migrantliteracy.net/>
- The **Montana Comprehensive System of Personnel Development (CSPD)** is a unified personnel development system that ensures quality educational programs and services for all children and youth. Montana is divided into five regions to implement and support research-based professional development opportunities for educators, administrators, and parents to build capacity and support instruction and improving student achievement. <https://opi.mt.gov/Educators/Teaching-Learning/Special-Education/CSPD>
- The **Montana Learning Hub** is a learning network on the Moodle platform dedicated to providing free, high quality professional learning for all K-12 educators across Montana. It aims to minimize the time teachers spend away from their classrooms to attend training, as well as save school districts money on professional development. The Hub contains facilitated courses, self-paced courses, virtually guided group courses, and professional learning communities . <http://learninghub.mrooms.net/>
- The **National Association for the Education of Young Children** is dedicated to

improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8
<http://www.naeyc.org>

- The **National Association of State Directors of Migrant Education** offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent engagement, assessment, ID&R, and program administration. For more information, see www.nasdme.org
- The **National Center for Families Learning** offers information and materials on family literacy. <http://www.familieslearning.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers, and individuals involved in farmworker health.
<http://www.ncfh.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 <http://www.npcpass.org>
- **The Texas Migrant Interstate Program (TMIP)** is a special project of the Texas Education Agency, Division of Curriculum. The TMIP facilitates intra- and interstate coordination of information, resources, and services for Texas migratory students.
<http://www.psjaisd.us/tmip>
- The U.S. Department of Education **RESULTS** website which provides resources for migrant education. <https://results.ed.gov/>

Monitoring and Technical Assistance

Monitoring of local projects is the responsibility of the Montana OPI. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation, fiscal and program accountability, and migratory student achievement.

Monitoring by Montana OPI MEP staff through onsite visits occurs *at least* once every year (in addition to ongoing desk monitoring via telephone and email correspondence). Further, meetings with MEP directors in Montana are scheduled quarterly to discuss issues of importance and share information about project implementation.

The accuracy of documentation for COEs and other quality control processes is verified by the Montana OPI as part of the monitoring process. This aspect of monitoring is described in detail in Section 9 of this SDP, *Identification and Recruitment Plan*.

Another important part of the Montana OPI monitoring is the review of budgetary information as well as review of the following programmatic areas.

- How student needs are assessed.
- How the educational and support services needs of eligible migratory children are met.

- How the MEP coordinates with other federal, state, regional, and local programs to provide services.
- How MEP services help students meet the state's performance targets.
- How the project ensures that migratory children who are failing, or are at most risk of failing to meet the state's standards, and have an educational interruption during the regular school year are given priority for MEP services.
- How migratory student records are maintained, updated, used, and transferred.
- How migratory students are assessed, including the extent to which they are included, as appropriate, in state assessments.
- How assessment results are used to improve the project.
- How professional development is used to support and improve MEP services.
- How migratory parents are involved in the design, operation, and evaluation of MEP services.
- How continuity is ensured in providing instruction and related support services for migratory children as they move across school districts.

All MEPs in Montana are required to offer outreach for migratory children and their families that includes educational and support services information on health, nutrition, and social services. In addition, they also must provide professional development for teachers and other program personnel; early childhood education programs; the integration of information technology into MEP activities; and high school programs and courses to facilitate credit accrual, the transition of high school-aged students to postsecondary education or employment, and services, supports, and programs for OSY.

Opportunities for **technical assistance** are made available to local MEP sites in Montana. Typically, technical assistance provided by OPI occurs in response to a request made by migrant directors or through state-initiated follow-up as a result of compliance monitoring. Occasionally, the quality control process may reveal technical assistance needs the state may address with local recruiters or LOAs. Local MEP sites often request clarification of MEP guidelines or requirements (i.e., how to conduct a local CNA), ask for assistance to implement a new initiative (i.e., SDP), or need help with data reporting (i.e., using the MSIX system).

Technical assistance and resource sharing around services outlined in the SDP are ongoing. Professional development activities outlined in the *Local Level Communication and Professional Development Plan* focus on resources, evidence-based strategies, programs, and practices. These activities are essential to ensure that all Montana MEP staff and other personnel working with migratory students and families (as well as migratory parents themselves) are aware of, and fully implementing, the Montana SDP.

Fiscal Accountability

Districts receiving federal funds are required to use these dollars in the manner required under the federal program being implemented. The OPI is required to monitor expenditures from the LEAs to ensure that all federal requirements are met. These include, but are not limited to salaries and benefits, supplies and materials, travel, and procurement of items costing \$5,000 or per unit under Object Code 700. Districts will submit examples of their time and effort reporting to the state Migrant Education Director for review and approval. In

addition, the LEA will submit all time and effort reporting to the OPI on a quarterly basis.

Time and Effort Requirements/Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required “match” in a federal program. This also includes full and part-time employees, stipends for employees administering federal programs, and substitute teachers. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants.

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. According to 2 CFR 200.430(i)(1), these records must:

- 1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) This includes verification through (electronic) signatures and documentation from individuals with first-hand knowledge incorporated into official records;
 - a. This required Time & Effort Policies & Procedures as required under ED’s Cost Allocation Guide
 - ✓ Completion of time and attendance reporting
 - ✓ Required approval cycle (for example, bi-weekly approval through payroll processing)
 - ✓ Charging of personnel expenditure to federal awards
 - ✓ Internal review process to ensure effective controls.
- 3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities:
 - a. Budgeted estimates do not qualify but may be used for interim accounting purposes if the estimates are reasonable, identified to related work in a timely manner, and after-the-fact review procedures are in place.
- 4) Encompass both federally assisted, and all other activities compensated by the LEA on an integrated basis; as Time & Effort reporting is “looking back” process, reported hours need to cover 100% of the employee’s time, regardless of full-time vs. part-time work status
- 5) Comply with the established accounting policies and practices of the LEA and
- 6) Support the distribution of the employee’s salary or wages among specific activities or cost objectives.
 - a. According to 2 CFR 200.1 a cost objective is a program, function, or activity for which cost data are desired, for example administrative costs.
 - b. Costs should be allocated to the projects based on proportional benefit if costs benefit two or more projects.

All necessary adjustments must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated (2 CFR 200.430(i)(1)(viii)(C)).

Example of Written Time and Effort Procedures for an LEA

All charges to payroll for personnel who work on one or more federal programs or cost objectives are based on one of the following, depending on the circumstances:

- (1) Semi-annual certification: (single cost objective 100%)**
- (2) Personnel Activity Reports (PARs): (multiple cost objectives)**
- (3) Substitute system: (multiple cost objectives with a predetermined, set schedule)**

(1) Semi-annual certification: (single cost objective 100%): Applies to employees who do one of the following:

- ✓ Work 100% of their time on a single grant program and/or single cost objective.
- ✓ Work 100% of their time in administering one program such as a Federal Programs Director who administers only one program.
- ✓ Work 100% of their time under a single cost objective funded from eligible multiple funding sources.

These employees are not required to maintain time-and-effort records if their job description clearly shows that the employee is assigned 100% to the program or single cost objective. Each employee must certify in writing, at least semi-annually, that he/she worked solely on the program or single cost objective for the period covered by the certification. The certification is signed by the employee or by the supervisor having first-hand knowledge. Charges to the grant must be supported by these semi-annual certifications. The semi-annual certification is executed after the work has been completed, and not before. The semi-annual certifications are maintained by the Human Resources Department of the LEA.

Examples of the LEA employees who work on a “single cost objective”:

An LEA supports an elementary school teacher with local funds but pays her with Title I, Part A funds to provide after-school tutoring for low-achieving students. Although the teacher could not be paid with Title I, Part A funds to provide elementary education in general, the portion of her time spent on after-school tutoring is easily separated from her teaching position by her schedule. Accordingly, the teacher’s after-school tutoring is a single cost objective and she need only file a semiannual certification for the time she works in the after-school program supported by Title I, Part A funds.

(2) Personnel Activity Reports (PAR) - Time and effort report: Applies to employees who do one of the following:

- ✓ Do not work 100% of their time on a single grant program and/or single cost objective
- ✓ Work under multiple grant programs or multiple cost objectives

These employees are required to maintain time-and-effort records or) to account for their time under a substitute system. Employees must prepare time-and-effort summary reports monthly (recommended) to coincide with pay periods. Such reports must reflect an after-the-fact distribution of the actual time spent on each activity and must be signed by the employee. These reports are submitted monthly (recommended) to the LEA's Payroll Department.

(3) Substitute System (multiple cost objectives with a fixed schedule)

*Only eligible employees participate in the substitute system.

To qualify for this substitute system in lieu of traditional PARs, the employee must work on multiple activities or cost objectives (i.e., more than one federal grant award) based on a predetermined, set schedule. Most likely it is applicable to classroom teachers or instructional aides. The certification is signed by the employee or by the supervisor having first-hand knowledge. Documented employee work schedules must include sufficient controls to ensure that the schedules are accurate.

To be eligible to document time and effort under the substitute system, employees must:

- ✓ Be currently working on a schedule that includes multiple activities.
- ✓ Work on specific activities or cost objectives based on a predetermined schedule; and
- ✓ Not work on multiple activities or cost objectives at the exact same time on their schedule.

Employee schedules must:

- ✓ Indicate the specific activity or cost objective
- ✓ Account for the total hours
- ✓ Be certified at least semiannually and signed by the employee or a
- ✓ Any significant revisions to an employee's established schedule must be documented
- ✓ The effective dates of any changes must be clearly indicated in the documentation provided

Federal rules require LEAs to submit a management certification form to the SDE before eligible employees participate in the substitute system. C.F.R 200.430 (5)(i). The form is included in this document.

Reconciliation and Closeout Procedures

It is critical for payroll charges to match the actual distribution of time recorded on the monthly certification documents. Grantees may initially charge payroll costs based on budget estimates. Budget estimates or other distribution percentages determined before the services

are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity performed.

If using budget estimates, the LEA will periodically, at least quarterly, reconcile payroll charges to the actual time and effort reflected in the employees' time-and-effort records.

- If the difference between the actual and budgeted amounts is 10% or greater:
The LEA will adjust its accounting records at least quarterly
- If the reconciled difference is less than 10%:
The LEA will adjust the accounting records at least annually.

But in both cases, the accounting records will be adjusted to reflect actual time-and-effort records.

Travel Logs

Travel is an integral part of the Migrant Education Program. Travel is required for the identification of eligible students and families, delivery of educational services and family engagement activities, follow up, etc.

The OPI will require quarterly driving logs from participating MEP districts. These logs will be reviewed by the MEP director, and if further evidence is warranted, the district will provide additional documentation to justify equipment use. Each trip will be broken down according to date, primary starting location, destination, and a return to the initial starting point. The driver will write down all mileage and the purpose of the trip. The driver will also list the appropriate budget code. At the beginning of the term, the district shall submit a sample travel log to the state MEP director for approval.

Procurement/Disposition

From time to time, it may be necessary for MEP funded projects to purchase items that have an individual cost of \$5,000 or more. These items require additional scrutiny to ensure that they are needed, and that all applicable laws have been followed. Districts will be required to submit their procurement policies and procedures for yearly review by the state MEP director.

The E-Grants grant management system contains the yearly application for MEP funds, drawdown mechanism, and final closeout reports. Districts needing property and equipment over the individual cost per item threshold must enter a description of the item, the quantity, and individual unit cost under the Property and Equipment tab which is located on the Budget Pages in the grant application. Before any purchase the grant application must be approved by the state MEP director. In addition, the district must complete the MEP Property and Equipment form [<insert link>](#) which must be approved by the state MEP director.

Disposition of equipment must follow federal guidelines under 2 CFR 200.313 Equipment.

Summary and Next Steps

Communicating the SDP to Local Projects and Other Stakeholders

The updated SDP will be communicated to local MEP directors, migrant staff, parents of migratory students, and other stakeholders through several vehicles:

- dissemination and discussion during the next Montana MEP directors' meeting;
- translation of key sections of the SDP report into Spanish and other languages, as feasible;
- providing copies of the translated SDP to local PACs;
- when requested of OPI, sending an electronic or paper copy of the SDP to stakeholders; and
- sharing a copy of the report with key collaborators (e.g., Farmworker Health programs, Montana's OME program officer).

Next Steps

Montana built on its ongoing CNA and SDP processes, using the results of the CNA as the basis for this new SDP. The systematic service delivery planning process used by the Montana MEP involved dozens of migrant educators, recruiter/advocates, administrators, parents, and specialists with knowledge about migratory students in the state and expertise in content areas, programs, and services.

Because the state has been implementing strategies and MPOs for more than a decade, the Montana OPI is experienced at implementing the SDP. However, there are several alignment activities that need to occur in the next phase of planning now that performance targets, MPOs, and strategies have been revisited. In 2021-22, the Montana MEP will undertake the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the Montana MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the Montana MEP 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.
- Develop frameworks for professional development and parent engagement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an 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 Montana MEP monitoring tool to include accountability for progress

- made toward meeting the Montana 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. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.