



Kansas Migrant Education Program

Service Delivery Plan

Kansas State Department of Education
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Kansas Migrant Education Program Service Delivery Plan (SDP) Committee Membership

The Kansas State Department of Education (KSDE) wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave time, effort, knowledge, and expertise toward the accomplishment of this Service Delivery Plan.

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Abbreviations and Acronyms

ASQ	Ages and Stages Questionnaire	KSDE	Kansas State Department of Education
CAMP	College Assistance Migrant Program	LOA	Local Operating Agency
CIG	Consortium Incentive Grant	M/A	Met/Exceeding
CNA	Comprehensive Needs Assessment	MEP	Migrant Education Program
COE	Certificate of Eligibility	MIS2000	Migrant Information System 2000
EL	English Learner	MPAC	Migrant Parent Advisory Council
ELA	English Language Arts	MPO	Measurable Program Outcome
ESC	Education/Educational Service Center	MSIX	Migrant Student Information Exchange
ESEA	Elementary and Secondary Education Act	NAC	Needs Assessment Committee
ESSA	Every Student Succeeds Act	OME	Office of Migrant Education
iSOSY	Instructional Services for Out-of-school and Secondary Youth	OSY	Out-of-School Youth
GPRA	Government Performance and Results Act	PAC	Parent Advisory Council
HEP	High School Equivalency Program	PASS	Portable Assisted Study Sequence
HSED	High School Equivalency Diploma	PD	Professional Development
ID&R	Identification and Recruitment	PFS	Priority for Services
IDRC	Identification and Recruitment Consortium	QAD	Qualifying Arrival Date
IMEC	Interstate Migrant Education Council	QSI	Quality of Strategy Implementation
IPS	Individual Plan of Study	SDP	Service Delivery Plan
KELPA2	Kansas English Language Proficiency Assessment-2 (Also K-ELPA)	SEA	State Education Agency
KIAS	Kansas Integrated Accountability System	SEL	Social-Emotional Learning
KS	Kansas	TASN	Technical Assistance System Network (Kansas)
		USD	Unified School District

Definition of Terms Related to the SDP

Area 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 **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

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 Evaluation 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 to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

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 up to 20 (22 with an IEP), 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 or spouse who is a migratory agricultural worker or migratory fisher.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, Migrant Education Programs (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.

Results Evaluation Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan (SDP): 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 comprehensive needs assessment and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A solution that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children and youth through the migrant education program (MEP). The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children.

The MEP is authorized under Title I, Part C of ESEA, as amended. The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate high school. A migratory child is defined as a child or youth, from birth to age 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 or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Kansas MEP conducted an update to the SDP during 2022-23 utilizing the results of the CNA conducted during 2021-22. During the two SDP Committee meetings, Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2023-24 performance period. Following are the key findings from the SDP meetings.

- Federal, State, and local goals and the needs of migratory children were organized within four goal areas: 1) School Readiness; 2) English Language Arts (ELA) and Mathematics; 3) Graduation/Completion of a High School Diploma; and 4) Non-Instructional Support Services.
- There are large achievement gaps on Kansas Summative ELA and Math Assessments between migratory students and non-migratory students indicating a need for MEP supplemental reading and math instructional services to increase migratory student skills and support services to eliminate barriers to school success.
- Eleven service delivery strategies identified by the SDP Committee will be implemented beginning in the 2023-24 performance period.
- Progress toward the 13 MPOs aligned to the strategies will be reported in the 2023-24 evaluation report which will document the evaluation of program implementation and performance results, and provide implications for making decisions about the Kansas MEP.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA. Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other federal programs;
- ✓ gives migratory children an opportunity to meet the same challenging state academic 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;
- ✓ is the product of joint planning among local, state, and federal programs, including programs under Part A, early childhood programs, and language instructional programs under Title III;
- ✓ provides for the integration of available MEP services with other federal, state, or local programs; and
- ✓ is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESSA.

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state Migrant Parent Advisory Council (MPAC) in a format and language that the parents understand. [34 CFR § 200.83(b)(c)]

Following are the components that are required to be included in a state SDP.

1. **Performance Targets.** The plan must specify the performance targets that the state has adopted for all migratory children for: reading; mathematics; high school graduation; the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** The plan must include identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.

4. **Service Delivery Strategies.** The plan must describe the SEA's strategies for achieving the state performance targets and MPOs. The state's service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]
5. **Evaluation.** The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

Following are recommended sections to ensure that MEP services are targeted and delivered efficiently, and to support local projects in implementing the SDP.

- ✓ **Migratory Children Identified to Receive Priority for Services (PFS).** This section should include the state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.
- ✓ **Identification and Recruitment (ID&R) Plan.** This section should include the process and structure for the ID&R plan. States should address staffing as well as training and discuss the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- ✓ **Parental Engagement Plan.** This section should include strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children. The plan should include information on state and local migratory PACs, supports for migratory parents, and resources.
- ✓ **Exchange of Student Records.** This section should include how the MEP will establish (or review) policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

In compliance with the guidance provided by the Office of Migrant Education (OME), Kansas will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in July 2022.

Description of the Kansas Migrant Education Program

The primary purpose of the Kansas MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Kansas MEP must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Following is information showing migratory student demographics and MEP services provided during the 2021-22 performance period (9/1/21-8/30/22).

- In 2021-22, there were **4,214 eligible migratory children and youth birth to age 21** (4,005 migratory children/youth ages 3-21 – Category 1 count), which is 6% more than in 2020-21. Six percent (6%) of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA), and 30% had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/22).
- Thirty-four percent (34%) of migratory children/youth ages 3-21 were categorized as having PFS, and 59% were identified as being English learners (ELs).
- Ninety-two percent (92%) of migratory children/youth ages 3-21 received MEP services during the performance period, 68% were served during the summer of 2022 (Category 2 count), and 74% were served during the regular school year.
- Seventy-nine percent (79%) of migratory children/youth ages 3-21 received instructional services and 86% received support services.

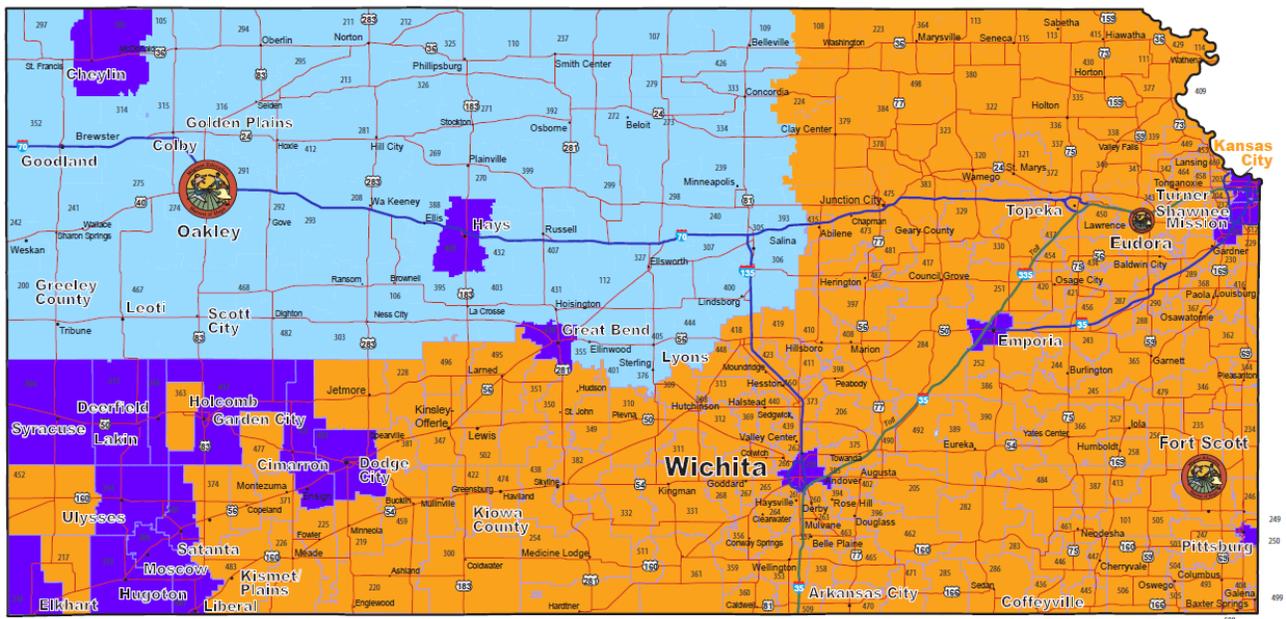
Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Kansas MEP strives to provide an educational experience that can help children reduce the academic disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects and education service centers (ESCs) operate in support of, and in coordination with, the regular school program. During the summer, educational services are provided for migratory children when school/district programs are not in operation, or in coordination with summer services provided by the school district.

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that LOAs collaborate with existing stakeholders and community partners to increase opportunities for migratory students to succeed in ELA/reading, math, school readiness, high school graduation, and completion of a high school diploma. Examples may include such activities as migratory student records transfer, referrals to community agencies, participation in MEP Consortium Incentive Grant (CIG) activities, and following up with local agencies on coordination and collaboration efforts.

The Kansas State Department of Education (KSDE) employs a sub-granting process with local projects being funded to provide a comprehensive program that includes ID&R, instructional and support services, professional development, and the involvement of migratory parents in the education of their children. Funding for local programs is determined based on the needs of eligible migratory students and those having PFS as recorded in the local needs assessment. The services projects intend to provide and the staff needed are also included. Exhibit 1 shows the Kansas MEP regions and local projects serving migratory students.



Kansas Migrant Education Program [2023-2024 Map] ID&R / OSY / K12 Regions/Projects



Northwest Kansas
State ID&R / K12 / OSY Project
(Oakley Service Center)
Advocates & Recruiters
Tim Thornton

Southern/Eastern Kansas
State ID&R
(Eudora Project)
Alejandro Cabero,
ID&R Coordinator, Eudora

Southern Kansas
Advocates (FSSC Project)
Janet Reynolds,
Coordinator of Services, FSSC

Statewide Migrant
Tracee Kalic,
Program Director, PK / 12 / OSY
John Farrell PhD,
Special Projects Director

The color purple
represents funded projects.

Exhibit 1: Map of Kansas Showing the MEP Regions

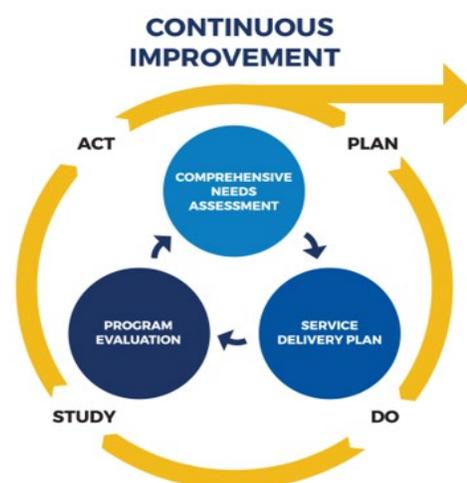
Local projects (purple areas on the map) have large concentrations of migratory students and limited access to comprehensive educational and support services. Many are rural and extremely remote. Services are delivered to migratory students and families in “project” and “non-project” areas. The project sites have MEP staff onsite to deliver services whereas non-project sites receive advocacy and academic services through the State's service centers listed below.

- Northern Kansas State ID&R/K12/Out-of-School Youth (OSY) Project in Oakley (blue area on the map).
- Southern Kansas State ID&R Service Center in Eudora (orange area on the map).
- Southern Kansas Advocates Center located at Fort Scott Community College (orange area on the map).

Description of the Planning Process

The Kansas MEP follows the Continuous Improvement Cycle (shown on the follow page) as recommended by the OME at the U.S. Department of Education in its CNA, SDP, and Evaluation Toolkits. In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:

- CNA: A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- SDP: A multi-step process to convene stakeholders to select evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- Implementation of SDP: Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which the strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Kansas MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. The SDP Committee was composed of individuals representing the community; MEP administrators; KSDE; and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and early childhood. Most of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique needs. Refer to the beginning of this document for a list of SDP Committee members.

The Kansas SDP Committee was led through the service delivery planning process by [META Associates](#) as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed in 2021-22. The first meeting of the SDP Committee was held virtually via three two-hour meetings. The second meeting was held in-person in Wichita. During these meetings, all aspects of the MEP were considered including the CNA, SDP, application, and evaluation tools to ensure continuity. The table below lists the dates of the meetings and the meeting objectives.

Exhibit 2: Kansas SDP Planning Committee Meetings

Dates	Objectives
02/07/23 02/14/23 02/21/23	<ul style="list-style-type: none"> • Understand how the program planning process interacts with the State SDP. • Identify top instructional strategies in the Kansas MEP. • Review recommendations that impact service delivery planning from the evaluation. • Review concern statements and solutions from the CNA. • Identify strategies. • Review the "Top 5" strategies. • Review strategies from all groups and make recommendations. • Finalize strategies. • Prioritize strategies. • Identify ways to implement strategies.
03/08/23	<ul style="list-style-type: none"> • Provide feedback for all goal area strategies and ways to implement the strategies. • Identify MPOs. • Provide feedback for all goal area MPOs. • Identify resources needed to implement the strategies and meet MPOs. • Provide feedback for all goal area resources needed to implement the strategies. • Brainstorm ways to communicate and implement the SDP. • Tie-up loose ends, wrap-up, and follow-up.

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets.

State Performance Indicators

The State performance targets for migratory students in ELA, math, and graduation work in concert with the priorities and goals for all students established by the State of Kansas as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals (2030) for academic achievement and graduation.

Exhibit 3: Kansas Interim and Long-Term Goals for Academic Achievement

Indicator	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ELA/Literacy	49.59	52.12	54.65	57.18	59.71	62.24	64.77	67.30	69.83	72.36	75.0
Math	42.69	45.92	49.15	52.38	55.61	58.84	62.17	65.30	68.53	71.76	75.0
Graduation	88.82	89.50	90.18	90.86	91.54	92.22	92.90	93.58	94.26	94.94	95.0

Source: Kansas ESSA Consolidated State Plan, 2018

Needs Assessment

During 2021-22, the Kansas NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from MIS2000; the KSDE assessment database; and via surveys of migratory parents/students/OSY, and staff. Based on this data, a State data profile was written, possible solutions were identified, and priorities for services based on the data were determined. During the two CNA meetings, the NAC worked to reach consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Kansas MEP CNA Report.

The Kansas MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP Committee was formed by the State with representatives from LOAs, ESCs, and individuals with content area expertise. The needs assessment results described in the CNA Report have been used as a foundation for the services described in this SDP Report. Following is the Kansas Migratory Student Profile contained in the CNA Report using data from 2020-21 that lists the needs identified in numerous categories.

Exhibit 4: Kansas Migratory Student Profile from the 2022 CNA Report

2020-21 Performance Period Data

#	Data Element	Statistic
1	Total Number of Eligible Migratory Students (ages 0-21)	3,978
2	Total Number of Eligible Migratory Students (ages 3-21)	3,769
3	Migratory Students Classified as Having Priority for Services (PFS) (ages 3-21)	1,151 (40%)
4	Migratory Students Classified as ELs (ages 3-21)	2,190 (58%)
5	Migratory Students Classified as Having a Disability under Part B/C of the IDEA	278 (7%)
6	Migratory Students with a QAD within 12 months of the last day of the performance period	960 (24%)
7	Migratory OSY	149 (4%)
8	Migratory Students Served during the Performance Period	3,596 (90%)
9	Migratory Students Receiving Instructional Services	3,118 (78%)
10	Migratory Students Receiving Support Services	3,369 (85%)
11	Migratory Students Served during the Regular School Year	2,773 (70%)
12	PFS Migratory Students Served during the Regular School Year	1,283 (85%)
13	Migratory Students Served during the Summer	2,696 (68%)
14	PFS Migratory Students Served during the Summer	1,142 (76%)
15	Migratory Student Graduation Rate (Non-migratory rate is 88.1%)	81.5%
16	PFS Migratory Student Graduation Rate	80.0%
17	Non-PFS Migratory Student Graduation Rate	82.3%
18	Migratory Student Dropout Rate (Non-migratory rate is 1.7%)	2.2%
19	PFS Migratory Student Dropout Rate	2.2%
20	Non-PFS Migratory Student Dropout Rate	2.2%
21	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments (Non-migratory students = 35.2%)	14%
22	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	10%
23	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	16%
24	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments (Non-migratory students = 27.9%)	10%
25	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	7%
26	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	12%

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each goal area. The NAC identified possible solutions which the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the Kansas MEP SDP Decisions and Planning Chart on file with KSDE.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are two strategies for School Readiness, two strategies for ELA/Mathematics, three strategies for Graduation/Completion of a High School Diploma, and four strategies for Non-Instructional Support Services. The strategies serve as the foundation for the implementation of the Kansas MEP.

Measurable Program Outcomes

The SDP Committee revised/created new MPOs to reflect the State performance targets, and needs and solutions identified during the 2021-22 CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students/parents and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, 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 CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation (see next section of the SDP).

Kansas Migrant Education Program (MEP) 2023-24 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Kansas State performance target for school readiness.

Concern Statements: We are concerned that migratory preschool children are not receiving services during the summer; we are concerned that migratory children, especially 3-year-olds, do not have access to educational services due to a lack of preschool programs, transportation, and facilities.

Data Summary: In 2020-21, 68% of all eligible migratory children ages 3-5 (not in kindergarten) received MEP instructional services.

Need Statement: The percentage of migratory children ages 3-5 receiving MEP instruction needs to increase to ensure that migratory preschool children are prepared for kindergarten.

Strategies	Measurable Program Outcomes	Evaluation Questions	
		Results	Implementation
<p>Strategy 1.1: Coordinate/provide high quality early learning instruction during the regular year and summer that is fully or partially funded by the MEP to 3- and 4-year-old migratory children who are not yet in school.</p> <p>Strategy 1.2: Coordinate with local preschool service providers and families to ensure that migratory children receive school readiness services.</p>	<p>MPO 1A: By the end of the 2023-24 performance period, 70% of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by the MEP will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.</p> <p>MPO 1B: By the end of the 2023-24 performance period, 70% of eligible migratory children ages 3-5 not attending kindergarten will receive MEP instructional services.</p>	<p>What percentage of 3- and 4-year-old migratory children (PFS & non-PFS) participating in early learning services fully or partially funded by the MEP demonstrated age-appropriate skills on local school readiness post-test assessments?</p> <p>What percentage of eligible migratory children ages 3-5 (PFS and non-PFS) not attending kindergarten received MEP instructional services?</p>	<p>What types of instruction did 3- and 4-year-old migratory children receive?</p> <p>How many migratory children ages 3-5 received MEP instruction?</p> <p>How did the MEP collaborate with other preschool service providers?</p>

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2023-24, 59.71% of all students will score at Met or Exceeding Proficiency on Kansas Summative ELA Assessments, and 55.61% of all students will score at Met or Exceeding Proficiency on Kansas Summative Math Assessments.

Concern Statement: We are concerned that fewer migratory students than non-migratory students score Level 3 or above (met or exceeding standards) on Kansas ELA and Math Assessments.

Data Summary: In 2020-21, 14% of migratory students assessed (10% of PFS students) scored at Met or Exceeding (M/E) Proficiency in ELA compared to 35% of non-migratory students; and 10% of migratory students assessed (7% PFS students) scored at M/E in math compared to 28% of non-migratory students.

Need Statement: The percentage of migratory students scoring at M/E needs to increase by 21 percentage points in ELA (25 percentage points for PFS students), and 18 percentage points in math (21 percentage points for PFS migratory students) to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes	Evaluation Questions	
		Results	Implementation
<p>Strategy 2.1: Coordinate/provide evidence-based, supplemental academic interventions/tutoring in ELA for migratory students according to individual student needs in reading during the school day, extended day, and in summer programs.</p>	<p>MPO 2A.1: By the end of the 2023-24 performance period, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.</p> <p>MPO 2A.2: By the end of the 2023-24 performance period, 55% of the migratory students served during the summer will receive needs-based ELA instruction.</p>	<p>What percentage of migratory students (PFS & non-PFS) receiving MEP reading instruction gained by 2% or more on local reading assessments?</p> <p>What percentage of migratory students (PFS & non-PFS) received MEP ELA instruction during the summer?</p>	<p>What types of ELA instruction were provided to migratory students?</p> <p>How many migratory students, by grade, received MEP ELA instruction?</p>
<p>Strategy 2.2: Coordinate/provide evidence-based, supplemental academic interventions/tutoring in math for migratory students according to individual student needs in math during the school day, extended day, and in summer programs.</p>	<p>MPO 2B.1: By the end of the 2023-24 performance period, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.</p> <p>MPO 2B.2: By the end of the 2023-24 performance period, 40% of the migratory students served during the summer will receive needs-based math instruction.</p>	<p>What percentage of migratory students (PFS & non-PFS) receiving MEP math instruction gained by 2% or more on local math assessments?</p> <p>What percentage of migratory students (PFS & non-PFS) received MEP math instruction during the summer?</p>	<p>What types of math instruction were provided to migratory students?</p> <p>How many migratory students, by grade, received MEP math instruction?</p>

GOAL AREA #3: GRADUATION/COMPLETION OF A HIGH SCHOOL DIPLOMA

State Performance Target: In 2023-24, 94.54% of all 4-year cohort students in Kansas will graduate from high school.

Concern Statements: We are concerned social-emotional issues are impacting student learning and motivation; we are concerned that migratory students are not graduating at the same rate as non-migratory students; we are concerned that migratory OSY are not engaged in activities leading to school re-engagement, high school equivalency diploma (HSED) preparation, or other educational offerings.

Data Summary: In 2020-21, the migratory student graduation rate was 81.5% (80.0% for PFS students) compared to 88.1% for non-migratory students.

Need Statement: The migratory student graduation rate needs to increase by 6.6 percentage points (8.1 percentage points for PFS students) to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes	Evaluation Questions	
		Results	Implementation
Strategy 3.1: Coordinate/provide secondary-aged migratory students with evidence-based support and services to address social-emotional learning (SEL) factors that impact their learning and motivation.	MPO 3A: By the end of the 2023-24 performance period, 70% of projects will rate their implementation of Strategy 3.1 (services to address SEL) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	What percentage of projects rated their implementation of Strategy 3.1 as “succeeding” or “exceeding” on the QSI?	In what ways did projects implement Strategy 3.1?
Strategy 3.2: Coordinate/provide secondary-aged migratory students with supplemental credit accrual options, instruction leading toward graduation or a high school equivalency diploma, and post-secondary education and careers.	MPO 3B: By the end of the 2023-24 performance period, 80% of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.	What percentage of secondary aged migratory students/OSY (PFS & non-PFS) enrolled in supplemental credit accrual opportunities and instruction earned one-half credit toward graduation?	What types of credit accrual opportunities and instruction were provided to secondary aged migratory students/OSY?
Strategy 3.3: Coordinate/provide support to migratory OSY on re-engagement/HSED preparation, and post-secondary education and career readiness.	MPO 3C: By the end of the 2023-24 performance period, 80% of OSY responding to the OSY Survey who participated in MEP HSED preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.	What percentage of OSY responding to the OSY Survey who participated in MEP HSED preparation, post-secondary education, and career readiness services reported increased knowledge in those areas?	What types of HSED preparation, post-secondary education, and career readiness services were provided to OSY?

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Kansas State Performance Target for support services.

Concern Statements: We are concerned that...professional development is needed for MEP/school staff to provide an academically and culturally responsive, and supportive environment for migratory children/youth; students/parents have limited knowledge of, and access to, supplementary counseling opportunities and services for which they are eligible; parents are not aware of additional flexible opportunities to learn strategies that support their child's academic success; parents report that they do not have the skills, resources, and tools to support pre-literacy and pre-numeracy and their high-school-aged children's SEL, reading, math learning and post-secondary options in the home.

Data Summary: In 2022, 60% of staff responding to surveys reported a need for PD on SEL, reading/literacy strategies, and strategies for serving diverse learners and migratory ELs.

Need Statement: The percentage of staff reporting a need for PD on SEL, reading/literacy, and strategies for diverse learners needs to decrease.

Strategies	Measurable Program Outcomes	Evaluation Questions	
		Results	Implementation
Strategy 4.1: Coordinate/provide professional development (PD) to MEP staff, school staff, programs, and community organizations to provide a culturally responsive and supportive academic environment for migratory children/youth.	MPO 4A: By the end of the 2023-24 performance period, 80% of staff responding to the Staff Survey will report that MEP PD increased their capacity to provide needs-based services to migratory children and youth.	What percentage of staff responding reported that MEP PD increased their capacity to provide needs-based services to migratory children and youth?	What types of PD were provided to MEP staff?
Strategy 4.2: Coordinate/provide counseling and advocacy for all migratory students/OSY/ families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).	MPO 4B: By the end of the 2023-24 performance period, 80% of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as "succeeding" or "exceeding" on the QSI.	What percentage of projects rated their implementation of Strategy 4.2 as "succeeding" or "exceeding" on the QSI?	In what ways did projects implement Strategy 4.2?
Strategy 4.3: Coordinate/provide needs-based support services to migratory children and youth (e.g., information on health, mental health, and social-emotional programs; advocacy to receive services for which they are eligible).	MPO 4C: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that the MEP helped their children increase their knowledge of and access to services for which they are eligible.	What percentage of migratory parents responding reported that the MEP helped their children increase their knowledge of and access to services for which they are eligible?	What types of support services were provided by the MEP?
Strategy 4.4: Provide flexible parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, post-secondary/career readiness.	MPO 4D: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their children's education.	What percentage of migratory parents responding reported that MEP parent activities increased their skills for supporting their children's education.	What types of parent activities/services were provided by the MEP?

Evaluation Plan

Components of the Kansas MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Kansas MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP, and determining migratory student progress toward the State's MEP MPOs, State performance targets addressing statewide ELA and math assessments and graduation rates, and the Government Performance and Results Act (GPRA) measures adopted by OME. The overall objectives of the Kansas MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on MEP MPOs established in this SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students. [34 CRF Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CRF Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets and guide the evaluation.

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LOAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;

3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes). In evaluating program implementation, the evaluation of the Kansas MEP will address the following questions.

- ✓ What types of instruction did 3- and 4-year-old migratory children receive?
- ✓ How many migratory children ages 3-5 received MEP instruction?
- ✓ How did projects collaborate with other preschool service providers?
- ✓ What types of ELA instruction were provided to migratory students?
- ✓ How many migratory students, by grade, received MEP ELA instruction?
- ✓ What types of math instruction were provided to migratory students?
- ✓ How many migratory students, by grade, received MEP math instruction?
- ✓ In what ways did projects implement Strategy 3.1?
- ✓ What types of credit accrual opportunities and instruction were provided to secondary aged migratory students/OSY?
- ✓ What types of HSED preparation, post-secondary education, and career readiness services were provided to OSY?
- ✓ What types of PD were provided to MEP staff?
- ✓ In what ways did projects implement Strategy 4.2?
- ✓ What types of support services were provided by the MEP?
- ✓ What types of parent activities/services were provided by the MEP?

Implementation of the service delivery strategies identified in the Kansas SDP is measured using the Quality of Strategy Implementation (QSI) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the QSI are self-assigned by MEP staff after reviewing the ways in which the strategies were implemented and coming to consensus on their ratings. The QSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the State performance targets, the MEP GPRA measures, and the Kansas MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions that will be answered by outcome data follow.

- ✓ What percentage of 3- and 4-year-old migratory children (PFS & non-PFS) participating in early learning services fully or partially funded by the MEP demonstrated age-appropriate skills on local school readiness post-test assessments?
- ✓ What percentage of eligible migratory children ages 3-5 (PFS and non-PFS) not attending kindergarten received MEP instructional services?

- ✓ What percentage of migratory students (PFS & non-PFS) receiving MEP reading instruction gained by 2% or more on local reading assessments?
- ✓ What percentage of migratory students (PFS & non-PFS) received MEP ELA instruction during the summer?
- ✓ What percentage of migratory students (PFS & non-PFS) receiving MEP math instruction gained by 2% or more on local math assessments?
- ✓ What percentage of migratory students (PFS & non-PFS) received MEP math instruction during the summer?
- ✓ What percentage of projects rated their implementation of Strategy 3.1 (services to address SEL) as “succeeding” or “exceeding” on the QSI?
- ✓ What percentage of secondary aged migratory students/OSY (PFS & non-PFS) enrolled in supplemental credit accrual opportunities and instruction earned one-half credit toward graduation?
- ✓ What percentage of OSY responding to the OSY Survey who participated in MEP HSED preparation, post-secondary education, and career readiness services reported increased knowledge in those areas?
- ✓ What percentage of staff responding to the Staff Survey reported that MEP PD increased their capacity to provide needs-based services to migratory children and youth?
- ✓ What percentage of projects rated their implementation of Strategy 4.2 as “succeeding” or “exceeding” on the QSI?
- ✓ What percentage of migratory parents responding to the Parent Survey reported that the MEP helped their children increase their knowledge of and access to services for which they are eligible?
- ✓ What percentage of migratory parents responding to the Parent Survey reported that MEP parent activities increased their skills for supporting their children’s education.

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Kansas 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, the individual or agency responsible, and the source of the data.

Data Element	Who collects?	How collected?	When collected?
Number of eligible migratory students recruited	KSDE & MEP staff	MIS2000	Daily updates
Documentation of certificate of eligibility (COE) accuracy	COE approval team; ID&R Coordinator; rolling re-interview process	Reviewer checks COE at time of writing; approval team at submission and at COE data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, participating in MEP school year and summer programs and services	District MEP data clerks	MIS2000	Daily updates
Number and type of intra/interstate coordination activities	KSDE & MEP staff	MEP documentation	At time of activity
Number of parents involved through attendance at MPAC/PAC/parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MPAC Coord. & MEP staff	Records kept by MPAC Coord. & on the QSI	At time of function
Number of staff attending professional development and specifics on training	Local projects	QSI and project records	At time of function
Documentation on monitoring and technical assistance review findings	KSDE monitoring team	Onsite visits Monitoring tool	After visit
Number of migratory students who graduate from high school	KSDE	KSDE State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	KSDE	KSDE State Database	Fall/Winter
Level of implementation of the strategies	MEP staff	QSI	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 1A: By the end of the 2023-24 performance period, 70% of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by the MEP will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.	MEP staff	Indication if child's school readiness post-test score is age appropriate on the Director Tracking Form	Program year end
MPO 1B: By the end of the 2023-24 performance period, 70% of eligible migratory children ages 3-5 not attending kindergarten will receive MEP instructional services.	MEP staff/ data clerks	Migrant Web/ MIS2000	Ongoing during performance period

ELA and Math MPOs	Who collects?	How collected?	When collected?
MPO 2A.1: By the end of the 2023-24 performance period, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.	MEP staff	Pre/post-test reading scores documented on the Director Tracking Form	Program year end
MPO 2A.2: By the end of the 2023-24 performance period, 55% of the migratory students served during the summer will receive needs-based ELA instruction.	MEP staff	Migrant Web/ MIS2000	Ongoing during the summer
MPO 2B.1: By the end of the 2023-24 performance period, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.	MEP staff	Pre/post-test math scores documented on the Director Tracking Form	Program year end
MPO 2B.2: By the end of the 2023-24 performance period, 40% of the migratory students served during the summer will receive needs-based math instruction.	MEP staff	Migrant Web/ MIS2000	Ongoing during the summer

Graduation/Completion of a High School Diploma MPOs	Who collects?	How collected?	When collected?
MPO 3A: By the end of the 2023-24 performance period, 70% of projects will rate their implementation of Strategy 3.1 (services to address SEL) as “succeeding” or “exceeding” on the QSI.	MEP staff	QSI	Program year end
MPO 3B: By the end of the 2023-24 performance period, 80% of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.	MEP staff	Credit accrual information documented on the Director Tracking Form	Program year end
MPO 3C: By the end of the 2023-24 performance period, 80% of OSY responding to the OSY Survey who participated in MEP HSED preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.	MEP staff distribute QR code/ link/surveys to OSY	OSY Survey	Program year end

Support Services MPOs	Who collects?	How collected?	When collected?
MPO 4A: By the end of the 2023-24 performance period, 80% of staff responding to the Staff Survey will report that MEP PD increased their capacity to provide needs-based services to migratory children and youth.	MEP staff complete online survey	Staff Survey	Program year end
MPO 4B: By the end of the 2023-24 performance period, 80% of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as “succeeding” or “exceeding” on the QSI.	MEP staff	QSI	Program year end
MPO 4C: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that the MEP helped their children increase their knowledge of and access to services for which they are eligible.	MEP staff distribute QR code/ link/surveys to parents	Parent Survey	Program year end
MPO 4D: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their children’s education.	MEP staff distribute QR code/ link/surveys to parents	Parent Survey	Program year end

Data on migratory students and services will be collected by the State from each of its local projects and regional service centers. Data sources include student assessment results (State ELA and Math Assessments; and local reading, math, and school readiness assessments); MIS2000; and MEP staff and migratory parents.

Data analysis procedures to be used will include descriptive statistics; trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation; coordination activities (including inter/intrastate coordination and home/school partnerships); and staff and parent perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Kansas MEP supports local projects and regional service centers in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support PD activities among Kansas MEP staff during regional meetings and statewide training;
- providing opportunities for projects 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 MEP application asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from State and national reading, math, early childhood, and ID&R meetings/conferences that focus on the use of data for improvement; and
- offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

To comply with federal guidelines, the Kansas MEP will perform an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migratory students are being met by the Kansas MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Kansas MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- providing training on the evaluation data requirements, as requested;
- collecting and analyzing evaluation data;
- preparing evaluation reports to determine the extent to which progress was made and objectives were met; and
- sharing evaluation results to inform SEA decision-making.

The evaluators will collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in the SDP; and determine the extent to which progress was made toward State performance indicators addressing statewide ELA/math assessments and graduation rates, the Kansas MEP MPOs, and the MEP GPRA measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Local projects and regional service centers have flexibility to determine activities from within the options provided to implement the strategies in the SDP and achieve the MPOs.

School Readiness Project Plan

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 1.1: Coordinate/provide high quality early learning instruction during the regular year and summer that is fully or partially funded by the MEP to 3- and 4-year-old migratory children who are not yet in school.</p>	<ul style="list-style-type: none"> - Consider accessing the 3- and 4-year-old version of ASQ to assess younger children. - Coordinate with local preschool service providers and ensure that migratory children are receiving school readiness services. - Provide school readiness instructional services during the regular year to 3-5-year-old migratory children to supplement services being provided (e.g., community venues, school venues, at home, libraries, apartments, camps). - Provide school readiness instructional services during the summer to 3-5-year-old migratory children to supplement services being provided (e.g., community venues, school venues, at home, libraries, apartments, camps). - Provide virtual school readiness opportunities for P3-P5 migratory children in areas where summer services are not available. 	<ul style="list-style-type: none"> - 1-800 Children - ASQ (Ages and Stages Questionnaire) activity book/ resources - Colorín Colorado - Community agencies - Dolly Parton Imagination Library - Free book distributions - Internet, hot spots, computers, iPads or laptops - KMLC - KPIRC - KSDE - KSDE early childhood standards (KELS) - List of local preschools. - Local library programs - Local preschool programs - Parents as Teachers - School readiness information from the KSDE early childhood website nschweda@kpirc.org* - Summer programs - Kansas TASN (Technical Assistance System Network) - Technology training for families - United Way
<p>Strategy 1.2: Coordinate with local preschool service providers and families to ensure that migratory children receive school readiness services.</p>	<ul style="list-style-type: none"> - Coordinate transportation with summer projects if not provided by district for all students. - Identify and partner with programs in the community (e.g., preschools, public libraries, camps). - Identify barriers to participation in school readiness programs and provide needed support as appropriate. - Identify what services preschoolers are receiving. - Provide parents with lists of resources, information, and support available in the community. - When possible, provide transportation to ensure access to programming. 	<ul style="list-style-type: none"> - ASQ activity book - Dolly Parton Imagination Library - Early childhood and school readiness resources - Head Start programs/staff - Instructional service providers - KSDE Standards Toolkit - List of resources such as public libraries, camps, public transportation, etc. - Local libraries - Local preschool providers - Preschool kits - Transportation

ELA/Mathematics Project Plan

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 2.1: Coordinate/provide evidence-based, supplemental academic interventions/ tutoring in ELA for migratory students according to individual student needs in reading during the school day, extended day, and in summer programs.</p>	<ul style="list-style-type: none"> - Coordinate with the general education program - Identify PFS students to inform staff of hierarchy of needs. - Identify specific skills gaps utilizing district data (CBM - local assessment) and classroom teacher feedback to target MEP interventions. - Prioritize students scoring below proficient in reading to receive ELA instruction during the summer. - Provide summer literacy instruction. - Provide training for MEP staff on evidence-based instructional strategies and interventions - Share MEP project models and practices across the State molding it to the specific needs of the project's students. 	<ul style="list-style-type: none"> - Access to decodable and high interest text - Comprehensive Center Network-how to implement a tutoring program (compcenternetwork.org) - Culturally relevant materials - ESOL staff - Extended school days - Florida Center for Reading Research - Instructional coaches/reading specialists - Intervention software such as Starfall, Imagine Learning, IXL, Reading A-Z - KSMEP.org Portal - List of identified interventions (KSDE website) - Manipulatives - Migrant Student Profile (non-project) - PD for MEP staff (live/virtual) - Public libraries - TASN - Tutoring/interventions - Unite for Literacy
<p>Strategy 2.2: Coordinate/provide evidence-based, supplemental academic interventions/ tutoring in math for migratory students according to individual student needs in math during the school day, extended day, and in summer programs.</p>	<ul style="list-style-type: none"> - Coordinate with the general education program. - Identify instructional strategies and hands-on resources (i.e., manipulatives, interactive programs) in math and provide training to MEP staff for implementation. - Identify specific skills gaps utilizing district data and classroom teacher feedback to target MEP interventions. - Provide training for MEP staff on evidence-based instructional strategies and interventions. - Share MEP project models and practices across the state molding it to the specific needs of the project's students. 	<ul style="list-style-type: none"> - List of identified interventions (KSDE website) - Manipulatives (calculators, counting chips,) - Instructional coaches/math specialists - Tutoring/interventionist - Intervention software - KSMEP.org Portal - PD for MEP staff (live/virtual) - Extended school days

Graduation/Completion of a High School Diploma Project Plan

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 3.1: Coordinate/provide secondary-aged migratory students with evidence-based support and services to address SEL factors that impact their learning and motivation.</p>	<ul style="list-style-type: none"> - Evaluate/consider a summer academy or institute. - Identify and share community resources to support SEL needs. - Increase student motivation by providing college visits and college/career exploration and job shadowing. - Provide parents with resources to address SEL needs (e.g., at MPAC meetings). - Provide statewide trainings for MEP staff on what SEL is and how to implement it into programs for parents and students. - Review the district's ESSER plan and how SEL strategies are incorporated into services and provide input as appropriate. Plans can be found at ESSER III Allocations (ksde.org). - Utilize evidence-based SEL practices to support 21st century skills and SEL during the regular year and summer. 	<ul style="list-style-type: none"> - 1-800-Children - CASEL - Community resources - Evidence for ESSA - iSOSY resources - Local mental health providers - Project EVERS - Social workers/ counselors - TASN - What Works Clearinghouse - bestpracticesclearinghouse.ed.gov
<p>Strategy 3.2: Coordinate/provide secondary-aged migratory students with supplemental credit accrual options, instruction leading toward graduation or a high school equivalency diploma, and post-secondary education and careers.</p>	<ul style="list-style-type: none"> - Coordinate with other programs and service providers to connect migratory students to credit accrual options, enrichment activities, and instructional services, including virtual possibilities. - Provide opportunities to help middle school students to explore/plan for secondary and post-secondary education and careers. - Provide secondary-aged migratory students with credit accrual options, home visits, enrichment activities, resources, counseling, and instruction. 	<ul style="list-style-type: none"> - Adult education programs - Community colleges - ESOL class - HEP programs - MEP advocates - PASS courses - Summer school - Twilight program
<p>Strategy 3.3: Coordinate/provide support to migratory OSY on re-engagement/HSED preparation, and post-secondary education and career readiness.</p>	<ul style="list-style-type: none"> - Coordinate with employers to inform them of available educational opportunities for OSY. - Coordinate with other programs (e.g., High School Equivalency Program [HEP]) and service providers on behalf of migratory OSY to address learning goals. - Provide OSY with life skills instruction utilizing the resources and tools on the iSOSY website. - Provide OSY with opportunities to participate in post-secondary education and career readiness activities. - Provide OSY with referrals to community service providers as needed. - Provide support and instruction to OSY to address learning goals. 	<ul style="list-style-type: none"> - Adult education programs/staff - Fort Scott Community College - iSOSY resources (Entrepreneurial course, Career Readiness Toolkit, Student Pathways Guides) - MEP advocates - PASS courses - Technology devices and connectivity

Non-Instructional Support Services Project Plan

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 4.1: Coordinate/provide PD to MEP staff, school staff, programs, and community organizations to provide a culturally responsive and supportive academic environment for migratory children and youth.</p>	<ul style="list-style-type: none"> - Communicate district PD opportunities to MEP staff. - Coordinate between MEP and the PD Plan to ensure there is an emphasis on the needs of migratory students. - Coordinate parent involvement activities to address the multicultural structure of MEP for staff, schools, community resources and migrant parents from diverse backgrounds. - Include MEP project school staff in non-project PD and vice versa. - Increase PD opportunities on social emotional learning for MEP staff. - Promote an "Inclusion Committee" with MEP staff, school staff, and administrators, other school programs (ELs, newcomers, new families and students), and community support agencies to address the specific needs of the migratory children and families. - Provide extensive PD for MEP staff on new technology resources to maximize learning opportunities and data collection. - Provide more opportunities for collaboration among the projects (e.g., create a shared eCalendar with statewide PD opportunities). - Provide PD to MEP staff (invite district/school staff and administrators) on the unique needs of migratory students/families and culture (Migrant 101). 	<ul style="list-style-type: none"> - KPIRC - Migrant 101 PD material - Organization cross training - Partnerships with community resources - Staff PD needs assessments
<p>Strategy 4.2: Coordinate/provide counseling and advocacy for all migratory students/ OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).</p>	<ul style="list-style-type: none"> - Coordinate with the HEP and College Assistance Migrant Program (CAMP) and high school completion program to provide training to staff, students, and parents. - Provide OSY not interested in a formal K-12 education support services including but not limited to technological services, and life skills instruction. - Provide parent engagement activities to migratory parents addressing post-secondary exploration; technical training schools; graduation requirements; eligibility; HEP and CAMP; Migrant Virtual HS; and transitions (e.g., from elementary to MS, from MS to HS, and from HS to postsecondary - including Vo-Tech, College & Career orientation). - Provide support on credit accrual needs to create a more realistic IPS. 	<ul style="list-style-type: none"> - Community colleges - Coordinate resources with USDs - Partnerships with community health providers - Relationships with KanCare and health agencies

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 4.3: Coordinate/provide needs-based support services to migratory children and youth (e.g., information on health, mental health, and social-emotional programs; advocacy to receive services for which they are eligible).</p>	<ul style="list-style-type: none"> - Coordinate with other funding sources and community service providers to include migratory students in supportive programs. - Coordinate with other school programs, community resource providers (food pantries, school supplies, etc.) and MEP recruiters/advocates to advocate enrollment/receipt of needs-based services and supportive programs for migratory students and families. - Develop and/or update local lists of available services for which migratory families and students are eligible. - Distribute age-appropriate and developmentally appropriate books (KPIRC books' program, Mexican Consulate, Public Libraries, Dolly Parton Imagination Library). - Provide information about programs, parenting, and available community resources during MPAC meetings. - Provide information on available services for which migratory students are eligible including health, mental health, and social-emotional programs. - Provide needs-based supplemental support services to migratory children and youth (e.g., resource distributions, school supplies). - Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district to ensure that they receive needed services. - Provide training to MEP staff on the available resources and programs in the community that can support migratory students and families. 	<ul style="list-style-type: none"> - 1-800-Children - Community resources - Dolly Parton Imagination Library - Farmworker Health - Health care providers - KPIRC books program - Mexican Consulate - MPAC - Public libraries - United Way

Strategies	Ways to Implement the Strategies	Resources Needed to Implement the Strategies
<p>Strategy 4.4: Provide flexible parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, post-secondary/career readiness.</p>	<ul style="list-style-type: none"> - Coordinate/provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate ASQ assessments and materials to increase parent capacity to develop their children’s school readiness skills. - Hold MPAC meetings specifically to address reading, math, and post-secondary options. - Provide innovative strategies for parents to assist their high school-age children in post-secondary and career readiness. - Provide parents with leadership opportunities and educational training on specific educational and parenting topics (e.g., KPIRC and/or similar curricula). - Provide parents with parent engagement activities on topics (e.g., parenting, social-emotional support, knowledge of acculturation, process and stress). - Provide parents with training and information on available health, mental health, and social-emotional programs. - Provide resources and support to migratory parents to increase their children’s academic skills at home (e.g., parent education events, family literacy events, free book distributions, literature/educational materials and strategies). - Provide resources, opportunities, and training for parents to empower them to provide support for their high school-age child’s academic development and post-secondary options. - Train parents and students on IPS and ways to implement effectively. - Utilize surveys before and after parent meetings to measure parental understanding and application of the concepts. 	<ul style="list-style-type: none"> - 1-800-Children - ASQs - KPIRC - MEP staff - MPAC - Parent activities - Referral Lists - Resources to support academic skills such as books, literacy activities, etc.

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Kansas MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Kansas MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Kansas MEP.

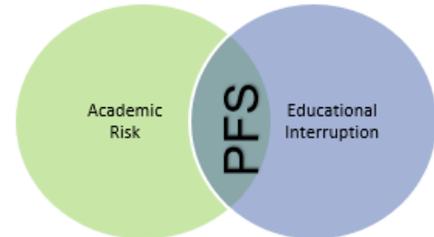
Kansas Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>Systems:</p> <ul style="list-style-type: none"> -MEP allocation -MEP staff (KSDE, service centers, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education [IHEs]) <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -MIS2000 data -MSIX data -Needs assessment data -Evaluation data (results and implementation) <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -College awareness and HSE/GED materials -Family engagement materials -Professional development materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Supplemental instructional services (e.g., literacy/ language, mathematics, school readiness, summer programs, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (Statewide and local) <p>Staff training:</p> <ul style="list-style-type: none"> -MEP staff professional development <p>Programming</p> <ul style="list-style-type: none"> -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP supplemental ELA and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed -Services to migratory students provided by collaborators <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy activities <p>Staff outputs:</p> <ul style="list-style-type: none"> -Participation in staff training -Use of evidence-based curriculum and instructional strategies <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student ELA and mathematics skills -More secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to migratory student success in school <p>Family outcomes:</p> <ul style="list-style-type: none"> -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy <p>Staff outcomes:</p> <ul style="list-style-type: none"> -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Improved ID&R -Evaluation results used to inform programming and services 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Interim performance targets met on Kansas ELA/math assessments -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 students graduating from high school -Increased academic achievement (reading and mathematics skills, school readiness) -Increased student participation in MEP services (instructional, support, summer, regular year) -Increased student/OSY awareness about credit accrual and college/career options -Increased number of students/ OSY that are on-track for graduation <p>Family outcomes:</p> <ul style="list-style-type: none"> -Increased parent skills for supporting their children's education <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased MEP staff skills for supporting migratory students <p>Programmatic outcomes:</p> <ul style="list-style-type: none"> -MEP services found effective through the evaluation sustained 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on Kansas ELA/math assessments -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased dropout rates -Increased percentage of migratory students that enter and succeed in post-secondary education -Increased percentage of migratory students with the 21st Century skills to be successful in post-secondary education and careers <p>Family outcomes:</p> <ul style="list-style-type: none"> -Advocacy and self-efficiency in the educational environment <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

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

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.



The definition of PFS is operationalized in Kansas by having an Educational Interruption and meeting at least one Academic Risk criterion below.

1. Have made a qualifying move within the previous 1-year period

MIS2000 will auto-calculate the QAD and Enroll Date to make the determination

AND

2. Are failing, or most at risk of failing, to meet the challenging State academic standards

- A. Student scored below proficient on Kansas State ELA or Math Assessments
- B. Student scored below age/grade level on local reading or math assessments
- C. Student is below grade level on any K-3 reading diagnostic assessment
- D. Student is classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
- E. Student is behind in accruing credits toward graduation requirements
- F. High school student is placed in a class that is not age-appropriate
- G. Middle/high school student with grades below average performance in math, language arts, sciences, or social studies
- H. Student repeated a grade level or course
- I. Student is an OSY/dropout
- J. Preschool-age student (3-5) not served by any other program
- K. Student qualifies for the McKinney-Vento Homeless Program

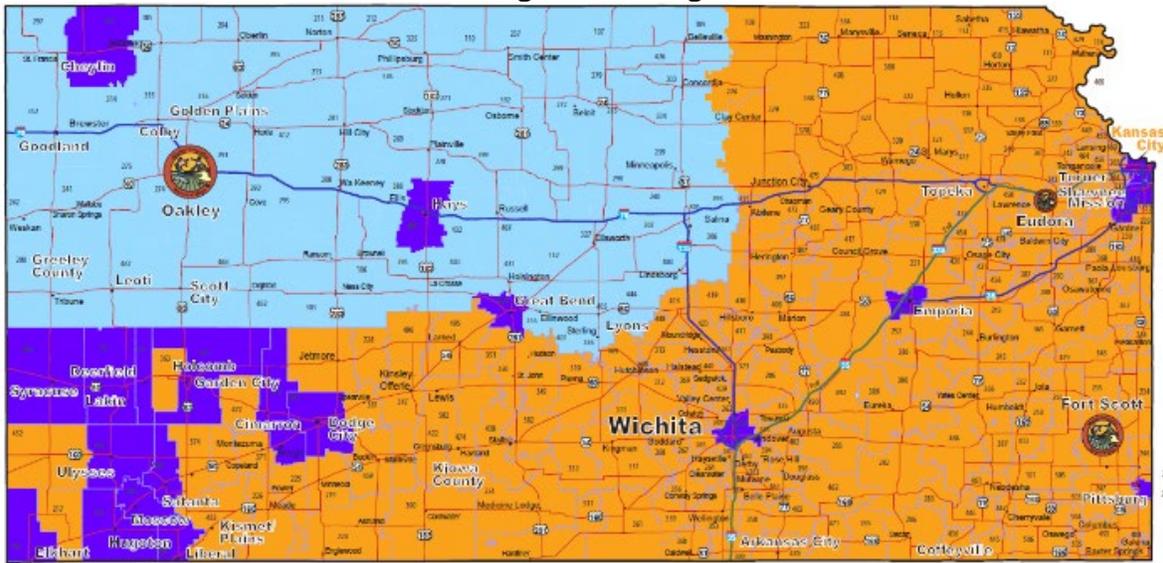
Every funded project in Kansas is required to maintain a list of eligible migratory students as well as a listing of the students actually receiving MEP services. The eligibility list indicates whether or not a student is determined to have PFS. It is important that every MEP enter into MIS2000 each student's "at-risk information" whether or not an eligible migratory student meets the PFS criteria, as it provides documentation if the student moves to another district or state. Further, the at-risk designation is used in determining MEP allocations.

Identification and Recruitment Plan

The identification and recruitment (ID&R) of eligible migratory children is key to the MEP. "Identification" is the process of determining the location and presence of migratory children. "Recruitment" is defined as making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child's eligibility on a COE.

Statewide ID&R reflected in the map to the right utilizes the following ID&R Centers:

**Exhibit 5: Map of Kansas
Showing the MEP Regions**



- Northern Kansas State ID&R/K12/OSY Project in Oakley (blue area on the map).
- Southern Kansas State ID&R Service Center in Eudora (orange area on the map).

The Kansas statewide recruiting system provides year-round ID&R coverage for the entire State with a focus on all aspects of the migratory population. It supports services required by the unique demands of mobility and blends local and statewide perspectives into a substantial and resourceful system of support. In all regions of the State, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migratory students have the opportunity to meet the same State standards as non-migratory students. The responsibilities of the State ID&R Coordinator are to:

- review the time and effort logs of all recruiters;
- direct the ID&R efforts for the State of Kansas;
- coordinate the activities of Tier II recruiters;
- identify the training/mentor needs of individual recruiters;
- collaborate with the Staff Development Specialist;
- review Qualifying Activities;
- evaluate the quality of recruiter performance; and
- evaluate the effective use of strategies learned during professional development.

The recruiters in the two ID&R centers cover the entire area assigned to identify and recruit all eligible migratory children and youth. One of the strategies used to increase the effectiveness of ID&R in Kansas is to create networks by coordinating with organizations and agencies that provide services to migratory workers and their families. The recruiter prioritizes the resources that migratory students, youth, or workers may need during home visits to determine if the family may qualify for the MEP. If the family fails to be eligible due to type of work, length of stay, employment condition, and time since movement, contact with the family discontinues. However, if the family information indicates reasonable potential for eligibility, the recruiter collects the necessary information sufficient to determine if the family is eligible to receive MEP services. The recruiter documents this information on a completed COE signed by the parent (actual or electronic) and electronically submits the COE for review.

The ID&R Coordinator ensures that recruiters follow the statutory guidelines and the SDP. Quality control is a key activity in Kansas and the Coordinator is responsible for professional development statewide to ensure the quality of ID&R services. This Coordinator is responsible for developing and presenting fall and spring ID&R meetings in the regions; providing staff development sessions at the Summer State MEP workshop; developing and providing training for all new recruiters and seasoned recruiters; implementing individual ID&R staff development plans addressing the specific training needs of recruiters; and providing one-day onsite visitations with each recruiter to review their staff development plans and progress toward meeting the plan's objectives. Further information describing ID&R quality control procedures is available on the [KSDE MEP Website](#) and the [Kansas MEP Website](#).

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone to the MEP, and the KSDE supports statewide and local opportunities to increase formal and informal parent involvement through its LOAs. The LOAs provide a variety of activities in which parents of migratory children are encouraged to participate for the assessment of students' needs and for training on a variety of topics per parents' interest. Activities include, but are not limited to, the following.

State Migrant Parent Advisory Council (MPAC)

- Members consist of migratory parents, former migratory parents, school officials, community leaders, and/or other individuals involved with migratory families.
- Provide parents the opportunity to express concerns in the planning, implementation, and evaluation of the Kansas MEP.
- Provide parents with the knowledge and skills needed to be an effective advocate for their child.
- Provide parents the opportunity to provide support to school programs.

Local and regional level parental involvement meetings

- Local level informational meetings are provided to educate parents on the importance of their involvement in their children's education; create connections between parents and school districts; identify parental needs that will better equip parents to participate in their children's education; distribute resources that will aid parents' development as contributors to their children's education; and recruit parents and school district officials to serve on the State MPAC.
- Local MPAC activities provide parents with an opportunity to provide input on how the KSDE designs the MEP and provides services to migratory families; enhance migratory parents' ability to advocate for their children, as well as to be more involved in their children's education; and provide parents with the communication and technical skills they need to effectively participate in their children's education. Training topics include becoming community leaders; computers/Internet; cross-cultural training; reading with their child; how to prepare their child for participating in a summer program; school readiness; graduation from high school; and preparation for post-secondary education and careers.
- Local parent meetings include collaboration with local service agencies and local school district parent resource centers to provide training on a variety of topics. Parents are encouraged to attend local events based on information provided by local service agencies and school districts. Collaboration occurs with school districts, local libraries, Adult Basic Education, and/or other local service agencies to provide classes.

Surveys and evaluations

- Anonymous surveys and evaluations are distributed to migratory parents to determine the impact of the Kansas MEP.
- Migratory parents provide responses about their preferences and needs regarding topics to be discussed and presentations or trainings to be held during parental involvement activities.

Home visits and phone calls

- Home visits are conducted with migratory families to collect information for the families' needs soon after their recruitment, and to ensure that MEP staff have current information on the family. Home visits also are used in lieu of parental involvement meetings in areas with small numbers of families, where families live too far from each other, and with families who are unable to attend due to unexpected changes in their work schedule, sudden illness, and/or other issues.
- Phone calls are used frequently to follow-up on discussions that have taken place during parental involvement activities, as a reminder of events, and to follow-up on resolution of individual families' issues, etc.

Parent Resources

The Kansas MEP offers information for parents to learn about the schools, seek assistance related to adult education, assist with instruction in the home, and provide guidance to parents on how to help their child make school and career choices. In addition, through the MEP, parents learn strategies for involvement, ways to understand the ID&R process to determine whether their family qualifies for the program, and ideas on helping their child experience success in school.

Parent involvement in the planning of the MEP enables parents to better understand the program and have more informed conversations with MEP and school staff about their children's education. The Kansas MEP and local projects consult with the MPAC about the CNA and the design of the comprehensive SDP by participation of MPAC representatives on the Kansas MEP CNA and SDP committees and the review by MPAC members of the draft documents. The Kansas MEP Policy Guidance governs the MPAC.

The [State MPAC](#) goals and objectives are to have an active MPAC at every project in the State of Kansas; train local MPAC representatives to become advocates and leaders of their communities; create a strong MPAC network throughout the State; and empower parents as primary educators of their children. [Local MPACs](#) are supported by the State MPAC but have autonomy to make decisions about parent engagement at the local level. They must:

- be comprised of a representative sample of parents or guardians of eligible migratory children and individuals who represent the interests of such parents;
- meet once per month during the regular school year;
- be provided by local MEPs with a meeting location;
- assist MPACs in planning the time and agenda for meetings;
- schedule meetings convenient for parents to accommodate their work schedules;
- establish meeting rules that support open discussion; and
- provide meeting agendas, minutes, and other materials in a language and format that parents understand.

Projects may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. Projects are required to retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by KSDE. Kansas employs a statewide MPAC Coordinator.

On the [KSDE MEP Website](#) and the [Kansas Parent Information Resource Center Website](#), parents can access information about programs and resources designed to build their skills for supporting their children's learning at home and being more involved in their children's education.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Kansas MEP is responsible for promoting inter/intrastate coordination of services for migratory children, including providing educational continuity through the timely transfer of pertinent school records. To assist with this task, Kansas utilizes the Migrant Information System (MIS2000). The system is a web-based application that captures and stores Kansas' migratory student records designed to help and assist with educational continuity for migratory children/youth. Every local Kansas MEP project must enter all relevant data on this system.

MIS2000 maintains the necessary information on migratory students as identified in Section 1308(b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308(b)(B). MIS2000 incorporates all of the required Minimum Data Elements for daily transfer to the national MSIX system as mentioned in Section 1308(b)(1).

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to "assist states in the electronic transfer of student records and in determining the number of migratory children in each state". Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to "ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part."

Established and administered by a contract with the U.S. Department of Education, MSIX is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems used by states to manage their migrant data.

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

It is the responsibility of MEP staff to update school or program records. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX, within 10 days of enrollment and within 30 days after the end of a school or

program term. It is the responsibility of the MEP data specialist to update the child's MSIX record within four days of a MSIX request for data based on a child's interstate move. For students not yet in high school, the Consolidated Record is used to verify the student's grade level and previous enrollments if any.

For secondary students, course history within the Consolidated Record is used to determine if a student has any credit accrual needs and to ensure course placements are not duplicative. All credits and partial credits earned while in Kansas, whether through the MEP or a non-project LOA, are entered into the course history section of MIS2000 which is uploaded nightly to MSIX. MSIX course history is reviewed prior to placing students in a course.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

The Kansas MEP will provide training to “roll-out” the new SDP to MEP staff, parents, and the community through a series of trainings and meetings. Full implementation of the SDP will begin in the fall of 2023 to follow the work that has been done to align Kansas MEP systems (i.e., the Kansas MEP application, sub-allocation process, the evaluation systems) to the new SDP. The new SDP will be communicated to MEP staff, migratory parents, and other stakeholders through:

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to the State MPAC;
- when requested of the KSDE, sending an electronic or paper copy of the SDP to stakeholders;
- sharing a copy of the report with key collaborators; and
- placing a copy of the SDP report on the KSDE and Kansas MEP website.

The Kansas MEP intends to build staff capacity to provide services as specified in the SDP by providing MEP-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Kansas MEP intends to support and maintain PD for statewide MEP staff through the coordination of statewide MEP meetings, trainings, and PD activities, as well as provide technical support via online platforms and direct support to ensure new and existing MEP stakeholders are trained. During SDP Meeting #2 in March 2023, the SDP Committee suggested ways to roll-out the SDP to the field including the following:

- LCP quarterly meetings;
- parents at MPAC meetings;
- PowerPoint – DW staff;
- provide training around each area;
- statewide meeting (including those impacted – LCP, etc.);
- statewide migrant meeting;
- training for each area on school readiness, ELA/math, graduation/HS diploma, non-instructional support services;
- update any Migrant 101 trainings to address SDP (non-projects, parents);
- update non-project brochure to ensure it encompasses all that’s available;
- virtual meeting recorded and posted on KSMEP.org; and
- virtual meetings to get everyone there.

Professional Development and Technical Assistance

The Kansas MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and regional trainings are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on math and literacy, early learning, high school graduation, completion of a high school equivalency diploma, and college and career readiness.

Professional development is part of this SDP and an expectation for local programs and regional service centers. State objectives supporting the professional development of Kansas MEP staff include:

- collaboration with higher education and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- creation of a professional development framework to support sustained, ongoing, instructional improvement.

Within this framework, the Kansas MEP and its LOAs offer and/or participate in professional development activities such as:

- the Annual Directors' Meeting in Washington, DC;
- CNA and SDP Committee meetings;
- collaboration meetings with Kansas service providers;
- ID&R meetings for recruiters and project administrators;
- interstate coordination and CIG meetings/training;
- State/regional training addressing ID&R, migrant services, program evaluation, and data collection; and
- statewide MPAC meetings.

The Kansas MEP ensures that MEP staff and school personnel that work with migratory children have access to local, State, and national professional development resources and opportunities. Following are examples of [national resources for professional development](#).

- The MEP [RESULTS Website](#) provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on State MEP Directors, and articles written about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The [IMEC Website](#) provides a number of resources on best practices, policy and advocacy, and programs and studies.

- The [What Works Clearinghouse \(WWC\) Website](#) reports on effective educational programs, practices, and products.
- The [Migrant Services Directory: Organizations and Resources](#) provides summaries and contact information for major Federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- [iSOSY](#) (Instructional Services for OSY and Secondary Youth) is a CIG funded to build capacity in states with the growing secondary-aged migratory OSY youth population (Kansas serves as the lead State for this CIG).
- The [Migrant Literacy NET](#) is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- [IDRC](#) (Identification and Recruitment Consortium) is a CIG designed to assist states in conducting effective ID&R (Kansas is a member State of this CIG).
- The [i²MPACT](#) (Inspire and Innovate: The Migratory Parent Action Coalition) CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- The National Association of State Directors of Migrant Education ([NASDME](#)) offers its annual National Migrant Education Conference held in the spring. Kansas typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning ([NCFL](#)) offers information and materials on migrant family literacy.
- The U.S. Department of Education's Office of English Language Acquisition ([OELA](#)) provides a Summit for ELs with a strand and sessions for migrant education.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- [HEP](#) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- [CAMP](#) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education (IHE). The funding supports completion of the first year of studies.
- The [Handbook for Educators Working with Children of Mexican Origin](#) provides support to educators working with children of Mexican origin.

Examples of [State and regional PD resources](#) that Kansas shares among local projects follow.

- The [KSDE Website](#) provides a portal to information with sections for teachers, parents and family, and communities.
- The [KSDE MEP Website](#) and the [Kansas MEP Website](#) provide information and resources for MEP staff and others wanting to learn about the Kansas MEP.
- A designated State MEP professional learning technical support network that consults with Kansas MEP sites to identify needs in professional development and marshal resources to address those needs.
- A network of regional educational service centers in which resources are pooled to offer regional training and technical assistance; and
- The [Kansas Technical Assistance Network](#) (TASN) that provides technical assistance to support school districts' systematic implementation of evidence-based practices. Any parent or educator in Kansas can visit the TASN and select the *Request Assistance* button to ask for the support or service that is needed.

Sub-granting Process

The SDP is implemented at the local level through sub-grants to the two regional service centers and LOAs. The State MEP uses the grantmaking process as a means of ensuring that the services centers/LOAs are implementing the program in accordance with the SDP. Section 34 CFR § 200.83(c) requires the SEA to ensure its LOAs comply with the SDP. In the requirements for the local MEP applications, the KSDE has established expectations for what service centers and LOAs must address to receive funding.

State Monitoring Process and Timelines

As part of monitoring, all Kansas LOAs receive a technical assistance visit; in addition, an LOA may request technical assistance at any time. The State MEP has developed a plan for monitoring its local projects that includes the key components of technical assistance, compliance, and best practice in implementing high quality MEPs. The State MEP participates in the Kansas Integrated Accountability System (KIAS) along with the Early Childhood, Special Education, and other Title services. The KIAS utilizes a continuous improvement model of data collection, reporting, verification, and improvement to ensure compliance with federal and State program requirements.

During monitoring, LOAs address questions about general issues, private school involvement, ID&R, needs assessment, PFS, and continuity of instruction. There is a 3-year visitation cycle and a random sample of projects are drawn that results in an onsite visit by Kansas MEP staff. A list of the questions asked during a monitoring visit can be found on the KSDE website.

The goals of the MEP onsite monitoring visit are to examine compliance and programmatic issues based on the federal statute and regulations; review how LOAs are addressing the needs of migratory students through the MEP; and provide technical assistance for program

improvement. The MEP onsite monitoring visit includes preparation prior to the onsite monitoring visit, data verification during the onsite monitoring visit, and follow-up.

LOA and KSDE staff work collaboratively to set a date and time for monitoring visits at least 4-6 weeks prior to the visit. Within this same timeframe, KSDE sends a cover letter outlining the details of the visit, the MEP Onsite Monitoring Process and Procedures, the MEP Guiding Questions, a copy of the Kansas MEP review of the QSI, and the MEP Monitoring Worksheet that outlines the specific rules and regulations to be reviewed during the onsite visit.

Prior to the onsite visit, KSDE staff reviews all data and documentation on file at KSDE regarding the LOA's MEP. Any issues or questions that arise are discussed with the LOA prior to the onsite visit. During the visit, KSDE verifies documentation provided by the LOA to support compliance with the federal rules and regulations. The implementation of the local MEP also is discussed using the abovementioned questions. After the visit, KSDE provides a written report to the LOA which serves as official notification of any findings and/or recommendations identified through the monitoring process. This written report is returned to the LOA within 30 days of the onsite monitoring visit. All findings must be corrected by the LOA and verified by KSDE within 60 days from the date of the written report.

Follow-up by KSDE staff to provide technical assistance is available to LOAs identified with findings to ensure compliance issues have been verified and/or assist the LOA in implementing the requirements. Follow-up may be provided via email, phone conversations, or conference calls and any technical assistance requested is provided to ensure compliance of the MEP rules and regulations.

During SDP Meeting #2, the SDP Committee provided suggestions to help local programs improve services if they do not meet MPOs. Following are examples of their suggestions.

- Host monthly Zoom meetings (office hours) for directors to address specific MPOs/questions from staff.
- Trainings that support new projects with PD (trauma-informed, data, content area – the “why” strategies with math and reading).
- Community of practice.
- Continue the project/non-project PD program.
- Support for non-project program with academics.
- Mentorship with a program doing it well. Tier the programs that are not doing well so extra support can be provided to those who need it.
- Professional learning.

The accuracy of documentation for COEs and other quality control processes are verified by the KSDE as part of the monitoring process. The way in which LOAs collaborate with their Kansas ID&R Regional Center for data is reviewed by the KSDE and verified. To further support the quality of the MEP, the State reviews collaboration with the State Professional Development contact as to professional development for MEP recruiters and other staff.

Looking Forward

Kansas conducted the MEP CNA in 2021-22 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Kansas MEP involved many educators, administrators, and MEP staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The KSDE will prepare for full implementation of the new SDP during the 2023-24 program year by implementing the following activities.

- Review all data collection and evaluation tools to determine whether they are in alignment with the evaluation plan described in the SDP, including creating the QSI for determining the level of implementation of the strategies at the local level.
- Conduct a full evaluation of the implementation of the new SDP in 2023-24.
- Review the MEP sub-allocation program application and revise it to align with the new MPOs, strategies, and resources to ensure that the revised application is ready for distribution when needed.
- Review existing structures for professional development for MEP staff as well as for parents and others who work with migratory students to ensure that professional development activities include general and specific information about the new SDP as well as professional development content to carry out the activities of the SDP.
- Revise the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the *Guidance*, the Kansas MEP will conduct a complete needs assessment every three years or more frequently if there is evidence of a change in the needs of the migratory children in the State and subsequently update the SDP as part of the Continuous Improvement Cycle.