

Service Delivery Plan

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MIGRANT EDUCATION PROGRAM

September 1, 2017 – August 31, 2018
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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INTRODUCTION

The Wisconsin Department of Public Instruction Migrant Education Program (MEP) has the goal of improving migratory students' academic success through supplemental educational programming. The primary purpose of the program is to provide services to migratory children from the ages of three through twenty-one. Specifically, the goal of state MEP is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [*Title I, Part C, Sec. 1301(5)*].

LEGISLATIVE MANDATE

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the unique educational needs of migratory students in accordance with a comprehensive plan that:

- (A) is integrated with other programs under this Act or other Acts, as appropriate;
- (B) may be submitted as a part of a consolidated application under section 8302, if —
 - (i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;
 - (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and
 - (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;
- (C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;
- (D) specifies measurable program goals and outcomes;
- (E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- (F) is the product of joint planning among such local, State, and Federal programs, including programs under Title I, Part A, early childhood programs, and language instruction educational programs under Title III, Part A; and
- (G) provides for the integration of services available under this part with services provided by such other programs.

OVERVIEW OF MIGRANT EDUCATION PROGRAM IN WISCONSIN

The primary purpose of the Wisconsin MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, early withdrawal or late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they succeed in school. Furthermore, the Wisconsin MEP gives priority for services to migratory children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, or have dropped out of school. Migratory students bring a rich variety of experience and knowledge to the classroom. The purpose of the program is to identify the needs of migratory students and target services for the greatest impact.

When compared to other states, Wisconsin has a relatively small migratory student population. Wisconsin is considered a "receiving" state. Most migratory students live in Wisconsin for a short time before returning to their home state. The majority of Wisconsin's migratory students come from Texas and Florida.

There were 796 migratory students identified in the 2015-16 Consolidated State Performance Report (CSPR) Category I count, with the following demographics:

- 10% were preschool-aged (three to five years old);
- 40% were elementary students (Grades K-6);
- 36% were secondary students (Grades 7-12);
- 3% were Out-of-School Youth (OSY);
- 32% were identified as Priority for Services (PFS);
- 31% were Limited English Proficient (LEP), predominantly Spanish speakers; and
- During the 2015-16 Consolidated State Performance Report timeframe, Wisconsin had 17 district-based projects for 459 students during the regular school year and nine district-based summer projects serving 138 students.

As a result of the most recent Comprehensive Needs Assessment (CNA), Wisconsin decided to restructure its Migrant Education Program into a regional, summer-only model. The new summer-only program approach will begin in the summer of 2018. Until then, the State MEP will continue to operate a locally-based regular-term program for the 2017-18 school year.

Subgrantees for the regional, summer-only program model will be determined through a grant application process. To be funded, a summer program must provide a minimum of at least 120 hours of services. Services will focus on school readiness for preschool, literacy and mathematics for elementary, and high school graduation credit accrual for high school students and Out-of-School Youth.

Additionally, summer programs will continue to identify, assess, and serve Out-of-School Youth and will refer them to appropriate migrant service providers depending on their individual needs. Regional program staff will facilitate transition for migratory students from the summer program to the regular year.

SERVICE DELIVERY PLAN PROCESS

The Wisconsin Department of Public Instruction is responsible for the delivery of services to all eligible migratory students in Wisconsin. The purpose of the MEP Service Delivery Plan (SDP) is to provide regional MEP staff and other MEP stakeholders with a blueprint that can be used to improve the academic achievement of migratory students and youth living in Wisconsin. The MEP SDP was developed through a collaborative process to:

- provide details on objectives, strategies, and activities planned to meet state performance goals;
- identify the resources available to implement the plan; and
- describe a system for local accountability.

The primary purpose of the Wisconsin MEP is to identify the needs of migratory students so that services can be targeted for the greatest impact, and measurable program objectives and outcomes for migratory children can be provided.

The Wisconsin MEP follows a continuous improvement cycle which mirrors the continuous improvement cycle set forth by United States Department of Education's Office of Migrant Education (OME).



Each step of the cycle builds on the previous step and informs the next. The steps include:

- **Comprehensive Needs Assessment (CNA):** a three-phase model to identify major concerns, gather data to define needs, and select priority solutions;
- **Service Delivery Plan (SDP):** a multi-step process to convene stakeholders to select research-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 site services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and
- **Evaluation:** measures to determine the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.

The Wisconsin MEP staff worked with key migrant education stakeholders and content area experts. Some stakeholders also served on the Needs Assessment Committee for the CNA process, ensuring continuity from one phase of the continuous improvement cycle to the next. The Needs Assessment Committee met to provide input on SDP requirements. The table below highlights the process through the various SDP meeting objectives and outcomes.

Dates	Objectives	Outcomes
April 2017	<ol style="list-style-type: none"> 1) Understand how the program planning process interacts with the state SDP. 2) Create strategies for meeting migratory student needs. 3) Identify required and optional strategies. 4) Review and decide on next steps toward determining the major components of the SDP. 	<ul style="list-style-type: none"> • findings from the CNA process reviewed • concentration on: literacy; mathematics; High School Graduation/Out-of-School Youth; and School Readiness • recommended solutions from the CNA, revised language incorporated into strategies for the SDP; full group discuss recommendations
May - June 2017	<ol style="list-style-type: none"> 1) Refine and finalize strategies for meeting migratory student needs. 2) Develop Measurable Program Objectives (MPOs). 3) Identify resources needed to address strategies. 4) Discuss next steps in developing the SDP. 	<ul style="list-style-type: none"> • process (or program implementation) objectives and outcomes (performance)
July - August 2017	<ol style="list-style-type: none"> 1) Finalize strategies, MPOs, and resources. 2) Determine evaluation planning and tools to measure MPO progress. 	<ul style="list-style-type: none"> • complete the SDP • tools to evaluate the plan and measure MPOs are identified
August - October 2017	<ol style="list-style-type: none"> 1) Develop strategies for communicating the updated SDP to Local Education Agencies (LEAs), parents, and stakeholders. 	<ul style="list-style-type: none"> • include meaningful parent input into the SDP • LEAs and stakeholders understand the plan

This SDP will be submitted to the United States Department of Education's Office of Migrant Education (OME) to meet federal statutory and regulatory requirements set forth in Section Title I, Part C of ESEA.

SERVICE DELIVERY PLAN GENERAL FRAMEWORK

This section shows the alignment of the required components of the SDP which include the state performance goals, needs assessment, service delivery strategies, Measurable Program Objectives (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 Goals

With the passage of ESSA, DPI is required to submit to USDE a state plan outlining long-term goals for student achievement. Wisconsin's ESSA State Plan will be submitted to the USDE on September 18, 2017. DPI anticipates the plan to be approved by USDE in the fall of 2017 or winter of 2018.

Proposed ESSA State Performance Goals

- **Academic Achievement**
 - Wisconsin has set the ambitious goal of cutting the achievement gap in half for each subgroup within six years. For English Language Arts (ELA), this means a 1.0 percentage point annual increase in grade-level proficiency for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.6 percentage points in grade-level proficiency for Asian students to 4.0 percentage points in grade-level proficiency for black students. For mathematics, it means a 1.0 percentage point annual increase in proficiency rate for the all students group. Higher annual increases are required for the other subgroups – ranging from 1.4 percentage points for Asian students to 4.2 percentage points for black students. While the targets are specific to each subgroup, the length of time to halve the gap is six years for all groups.
- **Graduation Rate**
 - Wisconsin's long-term graduation goal, consistent with the ambition of Wisconsin's other long-term goals, is to halve the graduation gap within six years. Stakeholders, including the State Superintendent's Equity in ESSA Stakeholders Council and the Wisconsin Legislature, have expressed interest in ensuring that the goals strike a balance between ambition and achievability, insisting that the goals reflect both the urgency that the achievement and graduation gaps necessitate as well as to allow time for school improvement efforts to take effect. The goal to halve the gap within six years conveys both a need to remediate unequal outcomes and permits time for schools to address their gap. As a consequence, the goals are necessarily ambitious.
- **English Language Proficiency**
 - Wisconsin's state-level long-term goal for students making progress in achieving English language proficiency (hereafter referred to as ELP Progress) is to achieve an 18-point increase in the percentage of students on-track to proficiency by the end of six years, in

alignment with the timeline of the academic achievement and graduation rate goals. This translates to a three-point annual increase in the percentage of English learners on-track to reach English language proficiency (ELP) within expected timelines. The state-level on-track trajectory is built off of student level goals which are differentiated by student 27 grade level and English proficiency level at time of entry to Wisconsin schools. The student-level time-to-proficiency goal may be anywhere from one to eight years and is included in Appendix A of the ESSA state plan.

In order for school districts to budget and utilize ESEA funds during the 2017-18 school year, DPI developed overarching goals that reflect ESSA. This SDP was written using these goals. The state MEP staff will update the SDP when the proposed ESSA goals are approved by the United States Department of Education.

2017-18 State Performance Goals:

1. Increase proficiency for all students in English Language Arts and mathematics.
2. All students will graduate from high school.
3. All students receive a high-quality education from teachers, principals, and other school leaders.
4. English learners attain English proficiency and develop high levels of academic achievement to meet the State academic standards.
5. All students have access to a well-rounded education, optimal school conditions for student learning, and improved technology.

Summary of the 2017 MEP Comprehensive Needs Assessment (CNA)

The 2017 CNA committee identified and prioritized the unique and continually challenging educational needs of Wisconsin migratory students. Following a continuous improvement process, the SDP committee considered the results from the Wisconsin 2015-16 program evaluation and the 2017 CNA in the decision-making processes. The concerns and strategies described in the CNA were used as the foundation to begin developing the SDP. The CNA Needs Statements are as follows:

1. There is a need to develop a referral infrastructure to ensure migratory students are counted and served.
2. There is a need for the state MEP staff to provide services based on the location of migratory students.
3. There is a need to recruit and identify all eligible children through age 21.
4. There is a need to increase student achievement in core academic areas for migratory children.
5. There is a need to reorganize to serve more migratory students.
6. There is a need to provide intensive training to positively impact student achievement.
7. There is a need to provide more effective and accurate data collection.

Charts A and B on the following pages demonstrate the alignment between the state performance goals, needs assessment, service delivery strategies, MPOs, and evaluation.

Chart A

Performance Goal 1: Increase proficiency for all students in English Language Arts and mathematics.	
Concern Area: Migratory students tested are significantly underperforming when compared to non-migratory students.	
Data Summary: Overall, there is a 36% gap in performance between migratory and non-migratory students. The largest gaps are a 33% gap in math between grade six migratory and non-migratory students, and a 33% gap in reading between high school migratory and non-migratory students.	
Need Statement 2: There is a need for Wisconsin to provide services based on the location of migratory students. Need Statement 4: There is a need to increase student achievement in core academic areas for migratory students. Need Statement 6: There is a need to provide intensive training to positively impact student achievement.	
Strategy 1: Provide training and resources (curriculum) for project staff. Strategy 2: Hire and place regional staff to serve geographic areas of greatest concentration of migratory students. Strategy 3: Ensure that individual student assessed needs are addressed and are specific to the migratory population.	
MPO 1a: The state assessment percentage gap for literacy and mathematics between migratory and non-migratory students will be reduced by 3% annually beginning with the 2017-18 school year. MPO 1b: By the end of the 2018 summer program, 80% of migratory students participating in summer literacy and/or mathematics instructional services, who attended 85% of the time, will demonstrate growth on a local literacy or mathematics assessment. MPO 1c: At least 70% of PFS migratory students will receive supplemental instructional services through a Title I-C MEP as indicated on the subgrantee's End-of-Term Report. MPO 1d: Migratory students attending MEP summer programs will exhibit a 5% gain in literacy and mathematics scores as demonstrated by local pre- and post-test assessments.	
Evaluation Questions for Program Outcomes	Evaluation Questions for Program Implementation
1.1 What percentage of students (PFS & non-PFS) scored proficient in literacy and mathematics on state assessments?	1.1.1 How did regional projects provide supplemental services based on needs of migratory students?
1.2 What percentage of students (PFS & non-PFS) receiving Title I-C supported literacy and math instruction demonstrated growth on a local literacy assessment?	1.1.2 In what ways did regional projects adapt literacy and mathematics instruction to meet the needs of individual students?
1.3 What percentage of migratory students received literacy services?	1.1.3 How were literacy services delivered?
1.4 What percentage of migratory students received mathematics services?	1.1.4 How were mathematics services delivered?

Chart B

<p>Performance Goal 2: All students will graduate from high school.</p> <p>Performance Goal 5: All students have access to a well-rounded education, optimal school conditions for student learning, and improved technology.</p>	
<p>Concern Area: Significantly fewer students are identified than served, both in summer and regular-term programs. Significantly fewer students are identified and served in middle and high school than in elementary school grades, both in summer and regular-term programs. The number of referrals is underreported, perhaps due to the misunderstanding of the definition of a “referral.”</p>	
<p>Data Summary: Highest retention rates are 8% in Kindergarten, 11% in 2nd grade, and 3% each in 11th and 12th grades. 82% of students in 12th grade are advanced age for the grade level. 4% of PK-K students are referred for service. Migratory English learners are more heavily concentrated in elementary grades, with grades K-5 accounting for most of those identified as Limited English Proficient (LEP).</p>	
<p>Need Statement 1: There is a need to develop a referral infrastructure to ensure migratory students are counted and served.</p> <p>Need Statement 3: There is a need to recruit and identify all eligible children through age 21.</p> <p>Need Statement 5: There is a need to reorganize to serve more migratory students.</p> <p>Need Statement 7: There is a need to provide more effective and accurate data collection.</p>	
<p>Strategy 1: Thoroughly document student referrals to services (as defined in CSPR) within school districts and outside of school districts.</p> <p>Strategy 2: Provide more ID&R training with a specific emphasis on OSY and preschool (eligible children and youth not enrolled in school).</p> <p>Strategy 3: Evaluate effective strategies and methodologies for ID&R.</p> <p>Strategy 4: Monitor and evaluate the recruitment process for maximum effectiveness.</p> <p>Strategy 5: Create a regional structure and hire regional staff.</p> <p>Strategy 6: Provide better and more targeted data training for staff at all levels, better software and revised, more efficient forms.</p>	
<p>MPO 2a: Increase the number of student referrals for services as defined in the Consolidated State Performance Report (CSPR).</p> <p>MPO 2b: The percentage of migratory students who graduate from Wisconsin high schools will increase from a five-year average of 72% to 80% over the next six years (2017-18 through 2022-23).</p> <p>MPO 2c: The number of eligible migratory students identified will increase annually as evidenced through the 2017-2018 child count.</p>	
Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
2.1 What percentage of students were referred for services as defined for CSPR?	2.1.1 What is the process used by regional projects to provide student referrals?
2.2 What is the current graduation rate for MEP students (as defined by the ESSA State Plan)?	2.2.1 How are students supported in credit accrual for graduation?
2.3 Do CSPR counts indicate the Identification and Recruitment (ID&R) MPO was obtained?	2.3.1 How will regional staff implement the state ID&R plan?

PROJECT PLAN

This section provides details on how the strategies to address the needs will be operationalized.

Performance Goal 1: Increase proficiency for all students in English Language Arts and mathematics.				
<p>MPO 1a: The state assessment percentage gap for literacy and mathematics between migratory and non-migratory students will be reduced by 3% annually beginning with the 2017-18 school year.</p> <p>MPO 1b: By the end of the 2018 summer program, 80% of migratory students participating in summer literacy and/or mathematics instructional services, who attended 85% of the time, will demonstrate growth on a local literacy or mathematics assessment.</p> <p>MPO 1c: At least 70% of PFS migratory students will receive supplemental instructional services through a Title I-C MEP as indicated on the subgrantee's End-of-Term Report.</p> <p>MPO 1d: Migratory students attending MEP summer programs will exhibit a 5% gain in literacy and mathematics scores as demonstrated by local pre- and post-test assessments.</p>				
Strategy	Activities	Timeline	Level	Available Resources
1. Provide training and resources (curriculum) for project staff.	1. Provide training on migratory student lifestyle for project staff.	Spring 2018	SEA	<ul style="list-style-type: none"> Title I-C funds State agency experts partner agencies
	2. Determine effective practices and appropriate interventions based on academic need.	Beginning of 2017-18 regular term Before start of summer 2018 program	Region	<ul style="list-style-type: none"> Title I-C funds math and literacy consortia State agency experts partner agencies
2. Hire and place regional staff to serve geographic areas of greatest concentration of migratory students.	1. Review data to determine regions with the greatest concentration of migratory students.	September 2017	SEA	<ul style="list-style-type: none"> accurate student and location data
	2. Identify geographic areas of need and plot on map.	September 2017	SEA	<ul style="list-style-type: none"> accurate student and location data
	3. Determine academic needs for each grade span (elementary, middle, high) by region.	Beginning of 2017-18 regular term Before start of summer 2018 program	Region	<ul style="list-style-type: none"> accurate student and location data

	4. Determine needs of preschool and Out-of-School Youth.	Beginning of 2017-18 regular term Before start of summer 2018 program	Region	<ul style="list-style-type: none"> accurate student and location data
	5. Hire qualified teachers to meet academic need by level.	Before the start of regular term program or summer program	Region	<ul style="list-style-type: none"> Title I-C funds Federal consortium grants other fiscal resources
	6. Provide training and orientation to project staff.	Before the start of regular term program or summer program	SEA and Region	<ul style="list-style-type: none"> Title I-C funds Portable Assisted Study Sequence (PASS) Federal consortium grants Cooperative Education Service Agencies (CESAs) and regional program local resources partner agencies
	7. Structure funding to support program needs.	Spring 2018	SEA	<ul style="list-style-type: none"> Title I-C funds Federal consortium grants
3. Ensure that individual student assessed needs are addressed and are specific to the migratory population.	1. Provide programmatic and instructional training around differentiation and personalized learning.	Before the start of regular term program or summer program	Region	<ul style="list-style-type: none"> Title I-C funds CESAs and regional program national resources

Performance Goal 2: All students will graduate from high school.

Performance Goal 5: All students have access to a well-rounded education, optimal school conditions for student learning, and improved technology.

MPO 2a: Increase the number of student referrals for services as defined in the Consolidated State Performance Report (CSPR).

MPO 2b: The percentage of migratory students who graduate from Wisconsin high schools will increase from a five-year average of 72% to 80% over the next six years (2017-18 through 2022-23).

MPO 2c: The number of eligible migratory students identified will increase annually as evidenced through the 2017-2018 child count.

Strategy	Activities	Timeline	Level	Available Resources
1. Thoroughly document student referrals to services (as defined in the CSPR) within school districts and outside of school districts.	1. Train designated staff on MEP data management systems and Texas Migrant Interstate Program (TMIP).	Before the start of regular term program or summer program	SEA	<ul style="list-style-type: none"> Title I-C funds other national resources partner agencies
	2. Train regional staff in understanding the definition of dropout and graduation rates.	Before the start of regular term program or summer program	SEA	<ul style="list-style-type: none"> Title I-C funds national resources partner agencies
2. Provide more ID&R training with a specific emphasis on OSY and preschool (eligible children and youth not enrolled in school).	1. Evaluate current recruitment structures and practices.	Summer and Fall 2017	SEA	<ul style="list-style-type: none"> Title I-C funds national resources trained staff
	2. Research and evaluate alternative recruitment models.	Fall 2017	SEA	<ul style="list-style-type: none"> Title I-C funds national resources trained staff
3. Evaluate effective strategies and methodologies for ID&R.	3. Use state MEP staff to recruit.	Ongoing	SEA	<ul style="list-style-type: none"> Title I-C funds national resources trained staff
4. Monitor and evaluate the recruitment process for maximum effectiveness.	4. Analyze how regional recruitment staff can support the state recruitment effort.	Fall 2017	SEA	<ul style="list-style-type: none"> Title I-C funds national resources trained staff
	5. Develop a plan to conduct a statewide canvass of migratory populations by experienced experts in the recruitment field to quickly assess programmatic needs in recruitment structure.	Summer 2018	SEA	<ul style="list-style-type: none"> Title I-C funds national resources trained staff

	6. Coordinate with program partners, agencies, and parents.	Ongoing	SEA Regional	<ul style="list-style-type: none"> Title I-C funds partner agencies trained staff
	7. Hire additional recruiters, both full-time and part-time.	Ongoing	SEA Regional	<ul style="list-style-type: none"> Title I-C funds
	8. Provide training to recruiters.	May for SY2017-18 Early Spring 2018 Summer Program	SEA	<ul style="list-style-type: none"> Title I-C funds partner agencies trained staff
	9. Ensure there are processes for migratory students to be served or referred for services (MEP, partner agencies).	Ongoing	SEA Region	<ul style="list-style-type: none"> Title I-C funds partner agencies national resources trained staff
	10. Ensure data systems are in place for Identification and Recruitment (ID&R).	Ongoing	SEA	<ul style="list-style-type: none"> Title I-C funds partner agencies national resources trained staff
	11. Monitor and align ID&R processes to ensure consistency among recruiters.	Monitor - Fall 2018 Align - Ongoing	SEA	<ul style="list-style-type: none"> Title I-C funds trained staff
	12. Put procedures in place to ensure that partners and parents understand what services are available to students.	Ongoing	SEA Region	<ul style="list-style-type: none"> Title I-C funds partner agencies trained staff
	13. Conduct annual re-interviewing.	November 2017	SEA	<ul style="list-style-type: none"> Title I-C funds subgrantees trained staff
5. Create a regional structure and hire regional staff.	1. Identify geographic areas with a high concentration of students.	September 2017	SEA	<ul style="list-style-type: none"> data partner agencies trained staff
	2. Hire regional staff.	Before 2018 summer program	Region	<ul style="list-style-type: none"> Title I-C funds
	3. Structure funding according to size and scope of service.	Fall 2017	SEA	<ul style="list-style-type: none"> Title I-C Funds trained staff

6. Provide better and more targeted data training for staff at all levels, better software and revised, more efficient forms.	1. Cost/benefit analysis for best practices in data reporting.	August 2017	SEA	<ul style="list-style-type: none"> trained staff
	2. Evaluate tools for data collection and reporting.	Ongoing	SEA	<ul style="list-style-type: none"> trained staff
	3. Create a systematic process including training and monitoring.	Before 2018 summer program	SEA	<ul style="list-style-type: none"> Title I-C funds trained staff national resources

PRIORITY FOR SERVICES STUDENTS

ESSA Section 1304(d) requires Migrant Education Programs to give priority to migratory children who made a qualifying move within the previous one year period and who

- are failing, or most at risk of failing, to meet the challenging State academic standards; or
- have dropped out of school.

These students are referred to as Priority for Services (PFS) students. As such, the state MEP staff will ensure its subgrantees properly identify PFS students and their needs so services can provide the greatest impact.

In the spring of 2017, the state MEP revised the existing PFS criteria for proper identification of students to reflect ESSA and trained local directors and recruiters on the ESSA requirements that went into effect on July 1, 2017. State MEP staff will continue to provide professional development opportunities to regional MEP staff in:

- reviewing grade history and existing assessment data for each newly identified migratory student to ensure PFS students are properly identified;
- understanding the unique needs of PFS students and their challenges;
- proper intervention strategies for PFS students;
- coordination of services and communication between MEP regional staff, local education agency (LEA) staff, and interstate migrant service providers;
- support services available to PFS students and their families; and
- if applicable, Wisconsin Portable Assisted Study Sequence (PASS) program and other properly accredited credit recovery or online courses.

IDENTIFICATION AND RECRUITMENT (ID&R)

The Wisconsin MEP seeks to recruit and identify all eligible migratory children through age 21. The Wisconsin MEP is currently reviewing its recruitment structure in order to develop and implement a new recruitment plan to reach more migratory children and families of migratory children around the state. The new eligibility criteria under ESSA provides a possible opportunity to widen the scope of who is recruited and served. Recruitment efforts will provide technical assistance to LEAs as well as regional projects.

The development of a new regional model for delivering services to migratory students also allows for a more comprehensive approach to ID&R throughout the state. The regional model will encompass part-time regional recruiters to find all eligible migratory children within the regional areas and maintain a system of federally mandated quality control procedures. The regional recruiters will be closely monitored by the state MEP staff, who will develop quarterly reports documenting this process. Certificates of Eligibility (COEs) will be collected and reviewed by the state MEP staff to ensure accuracy in documentation.

Beginning in fall 2017, state MEP staff will map the historical recruitment data to create the regions for the summer 2018 program. The Wisconsin ID&R plan reflects the statutory requirements of ESSA as well as the non-regulatory guidance and the Code of Federal Regulations issued by OME.

State MEP staff ID&R responsibilities include:

- creating a process for mapping where migratory families are likely to live and work within Wisconsin,
- developing procedures to effectively identify and recruit all eligible migrant children in Wisconsin,
- training and guiding recruiters,
- providing quality assurance procedures to ensure accuracy and written eligibility documentation,
- providing leadership, consultation, and direct technical assistance to regional MEP staff related to ID&R and student databases [New Generation System (NGS), Migrant Student Records Exchange Initiative (MSIX), and other USDE approved software], in addition to other MEP requirements,
- developing and overseeing systems for ID&R and data management at the state and federal level, serving as the primary liaison for communicating with all MEP staff,
- ensuring federally required quality control systems are in place,
- reviewing all Certificates of Eligibility (COEs),
- overseeing the annual re-interviewing process, and
- revising ID&R procedures as needed.

Regional recruiters are responsible for:

- obtaining information provided by parents, guardians, and others regarding the child's eligibility,
- making determinations of eligibility,
- accurately and clearly recording information that establishes that a child is eligible for the MEP on a COE, and
- following all procedures for quality control and timelines.

The Wisconsin MEP uses a balanced ID&R approach, working with regional MEP staff, school districts, employers, and community agencies to ensure that collaboration results in wider identification and recruitment efforts.

FAMILY ENGAGEMENT

With statewide emphasis on parent and family engagement, communication between schools and migratory families will be strengthened in Wisconsin. State and regional staff will prioritize communication with parents and families, with a focus on instructional learning and student progress.

Steps will be taken to ensure parents and families understand what services are available to migratory students. Regional staff will meet with migratory families, at the families' convenience, to inform and connect families with regional and community programs and resources, with a specific emphasis on children in preschool and Out-of-School Youth.

Regional staff will plan specific outreach to seek feedback from families to gauge what they need more information on or help with, such as:

- understanding what their child is learning,
- knowing how to help their child at home,
- understanding the school system,
- understanding school and district report cards,
- feeling welcome at school,
- planning for between-school transitions or graduation from high school and beyond, and
- support services available to PFS students and their families.

In addition to using the feedback to implement regional summer-only services, regional staff will share this feedback with state staff so the feedback may be aligned with statewide migratory family engagement efforts, as required by ESEA Title I, Part A.

As referenced in Title I, Part A – Family and Parent Engagement, each local education agency (LEA) and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents of participating children, to include migratory families, a written involvement policy. Academic and non-academic supports and services will be prioritized and implemented throughout the year. State staff will implement this requirement in the Title I, Part A monitoring process as it applies to the school year.

In the spring of the 2017-18 school year, state MEP staff will work to include migratory family representation to serve on the State Superintendent's Parent Advisory Council (PAC) beginning in the 2018-19 school year. The PAC provides advice to the state superintendent on family engagement in student learning. This council offers members the opportunity to encourage parents to share information about effective practices in their schools and communities.

In particular, the State Educational Agency (SEA) will consult with the PAC to gain input from migratory parents and families regarding the ongoing comprehensive needs of migratory children and families, as well as input on the design of the regional summer-only service delivery plan, scheduled to begin summer of 2018.

OUT-OF-SCHOOL YOUTH

Due to past difficulty in locating and identifying potential migratory children under the age of 22, the Wisconsin MEP is analyzing the best strategies to strengthen this area. Regional staff will work with community stakeholders to identify potential migratory Out-of-School Youth.

Once Out-of-School Youth (OSY) are located, these individuals will be provided opportunities to enroll in online courses, the PASS program, and/or credit recovery classes.

EXCHANGE OF ESSENTIAL DOCUMENTS

Federal legislation governing the MEP requires interstate coordination through shared responsibility and communication among the many partners involved in addressing migratory students' academic and supportive needs. The state MEP staff will continue to participate in interstate coordination initiatives to access resources and programmatic materials benefitting migratory students. Wisconsin's MEP has participated with other states in consortium incentive grants in the past and will continue to participate in the OME sponsored trainings and meetings enabling collaboration between states.

Wisconsin's MEP currently uses the New Generation System (NGS) and will continue to use NGS, or another USDE approved web-based data management system, to meet Migrant Student Information Exchange (MSIX) and data quality control requirements. Wisconsin migratory students' school-related demographic, academic, and health information is entered into a secure web-based data management system. This system meets the privacy protections applicable to the collection and transmission of student data required by the Family Educational Rights and Privacy Act (34 CFR 99). The data management system maintains the most current, updated information on migrant students and it is used to generate the state student count of eligible children as well as reports used in the identification and recruitment quality control process.

Proper maintenance of student eligibility and services information is a critical area of operation for Wisconsin's MEP. Wisconsin's state MEP staff will continue to use a data control system with a number of checks and balances to ensure the quality of data collected for eligibility of migrant students. State MEP staff will provide extensive technical assistance related to data quality issues in addition to communicating data flow requirements and timelines to all regional MEP staff. Training will be modified to meet regional program needs and emerging trends. Wisconsin's state MEP staff will provide professional development opportunities for recruiters and regional directors to understand and implement state and federal policies regarding the MEP and to review the federal MEP, particularly as it relates to the legal requirements for determining eligibility and issues unique to identification and recruitment practices.

To meet the requirements of the OME, the data management system uploads data elements to the MSIX on a daily basis. MSIX is a web-based portal linking states' migrant student record databases to facilitate the national exchange of migratory students' educational information among states. MSIX produces a single, consolidated record for each migrant child containing the information from each state in which the child has enrolled. It contains the data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children.

Wisconsin state MEP staff will respond when requests for information on migrant students are received from other states and will assist regional directors to comply with such requests, as necessary. Whenever appropriate and possible, regional staff will respond to requests electronically. When this is not feasible, staff will transfer records by other means like the Red Bag system. The Red Bag is prepared with key informational documents for the family to take and use at the next school site where their children are enrolled. During training sessions for local project staff, a list of the key records to be included will be reviewed and a copy placed in each bag.

Additionally, DPI is advancing the use of secure student records exchange within the state for migratory students through the use of a secure data system. This system is called WISEdata and is built on the Common Education Data Standards (CEDS). It provides consistency in student records definitions and secure transmission. Another component of the WISEdata system enables Wisconsin school district staff with approved and appropriate access, to view historical student records as soon as the student is enrolled in their district and the enrollment is submitted through WISEdata. Given that migratory students are highly mobile, the use of WISEdata for this purpose is extremely beneficial to these students.

IMPLEMENTATION AND ACCOUNTABILITY

Subgrant Process

Each year all regional programs will submit grant applications to the Wisconsin MEP for approval and funding through WISEgrants. WISEgrants is an online system for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WISEgrants was built upon the foundation of the Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance (2 CFR Part 200). State MEP staff review applications including the budget to ensure services are supplemental. Funds are negotiated for sites based on the geographic area served and program needs. The process includes the following factors:

- The number of migratory students served in the previous year;
- The number of migratory students identified as a Priority for Service (PFS) in the previous year; and
- The services to be provided to migratory students based on student needs.

Communication with and Technical Assistance for Funded Programs

State MEP staff will communicate with regional MEP staff to establish rapport and to ensure engagement and compliance with the SDP. Various, ongoing communication strategies are currently in place and will continue throughout each year including:

- meetings and conferences;
- website information;
- newsletters;
- email and telephone communication; and
- on-site visits.

State MEP staff provide technical assistance (including professional development opportunities) to regional MEP staff to meet compliance requirements, improve program implementation, increase student outcomes, and assist sites to make sound programmatic decisions about curriculum, instruction, and other areas essential to program success. Topics include, but are not limited to:

- identification and recruitment of migratory students;
- identification of PFS students;
- implementing the SDP;
- effective strategies for engaging migratory students;
- obtaining student level academic data;
- using academic data to make informed decisions;
- understanding assessment (data literacy);
- best practices for academic intervention strategies;
- unique needs of migratory students;
- programs to assist struggling students; and
- building collaborative partnerships with parents and family members.

Communication with and Technical Assistance for Local Educational Agencies in Wisconsin

Section 1112(c)(1) of ESSA requires all local education agencies (LEAs) receiving Title I, Part A funds to ensure that migratory children and formerly migratory children receive Title I services on the same basis as other children selected to receive Title I services. In order to help all LEAs properly identify migratory students, state MEP staff will develop technical assistance training modules on the identification and certification of migratory students. This technical assistance will be available at the webpage <https://dpi.wi.gov/migrant> and promoted by various stakeholder groups throughout the state.

Monitoring Process

Wisconsin's MEP has a two prong approach for monitoring. State MEP staff will monitor funded programs as well as any district selected for ESSA consolidated monitoring to ensure migratory students' needs are being met.

Monitoring for Funded Programs

The monitoring process for funded programs includes an extensive review and approval of programmatic and fiscal information in the grant applications, submitted student data, and End-of-Term reports on an annual basis to ensure the activities in the Wisconsin MEP SDP are implemented. In addition to reviewing the progress regional programs make toward achieving MPOs and meeting fiduciary requirements, on-site monitoring of selected regional programs is conducted each year in accordance with ESSA including the following elements:

- ID&R;
- procedures to identify eligible PFS students;
- staffing and professional development;

- curriculum and instruction;
- support services;
- family engagement; and
- coordination with community partners.

ESSA Consolidated Monitoring

The Department of Public Instruction (DPI) has oversight and monitoring responsibilities to review compliance within ESSA consolidated programs. Monitoring reviews will cover consolidated requirements (such as private school equitable participation, family engagement, and time and effort reporting) as well as requirements specific to individual Title programs. Small, cross-agency teams of DPI staff conduct the compliance monitoring.

Specifically, the ESSA consolidated monitoring process includes procedures to ensure that any district monitored ensures that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A (as required under ESSA Section 1112(c)(1)). LEAs need to demonstrate they have procedures to:

- identify migratory children;
- contact the MEP recruiters to certify migratory children (if necessary); and
- meet the unique needs of migratory students during the school year such as providing free meals and interventions funded by Title I, Part A or Title III, Part A as applicable.

NEXT STEPS

The state MEP staff will post the SDP on the Wisconsin MEP website and will disseminate the SDP to regional MEP staff. This communication will start upon completion of the SDP and continue to be disseminated if staff changes occur at the regional level.

State MEP staff will also align grant applications, data collection, monitoring tools, professional development, and technical assistance activities with the SDP. Below is a list of tools or professional development that will be aligned to the SDP:

- all forms and other data collection tools;
- MEP grant application;
- existing professional development opportunities for MEP directors, families, teachers, instructional aides, recruiters, data entry staff, and other stakeholders; and
- Wisconsin MEP monitoring tools.

State MEP staff will continually evaluate the Migrant Education Program in Wisconsin and will revise the SDP based on the needs of migratory children, migratory activities, changes in resources, and feedback from migratory families and community partners. The next revision for the SDP will be available in the summer of 2018.