



Iowa Migratory Education Program

Service

Delivery

Plan

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Abbreviations and Acronyms

CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HSE	High School Equivalency
HSED	High School Equivalency Diploma
IMPACT	Inspire and Innovate: The Migrant Parent Action Coalition
ID&R	Identification and Recruitment
Department	Iowa Department of Education
IDEA	Individuals with Disability Education Act
IDRC	Identification and Recruitment Consortium
IEP	Individualized Education Plan
IHE	Institution of Higher Education
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
LOA	Local Operating Agency
MDE	Minimum Data Elements
MEP	Migrant Education Program
MPEC	Migrant Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Prekindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEAM	Science, Technology, Engineering, Art, and Math
USED	United States Department of Education

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 (OME) 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 migratory education program (MEP) 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, the term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

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

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 CNA 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 through the migratory 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. 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 Iowa MEP, operated by the Iowa Department of Education (Department), conducted an update to the MEP SDP during 2023-24 utilizing the results of the CNA that was conducted during 2022-23. During the two SDP meetings held in October 2023, SDP 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 2024-25 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) High School Graduation/Services to Out-of-School Youth [OSY]; and (4) Non-Instructional Support Services.
- There are large achievement gaps between migratory and non-migratory students on Iowa statewide ELA and mathematics assessments indicating a need for MEP supplemental reading and mathematics instructional services to increase migratory student skills, as well as support services to eliminate barriers to school success.
- Fourteen (14) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2023-24 performance period.
- Progress toward the 15 MPOs aligned to the strategies will be reported in the 2023-24 evaluation report. This report will document the evaluation of program implementation and performance results and provide implications for making decisions about the Iowa MEP.

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. Statute requires SEAs and their local operating agencies (LOAs) to: (1) use MEP funds to "supplement, not supplant" non-federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided to non-migratory children (sections 1120A(b) and (c) of the statute). MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of children receiving MEP services. SEAs and LOAs may not use MEP funds to supplant (i.e., replace) non-federal funds.

Under ESSA, state MEPs must address the unique educational needs of migratory children in accordance with a comprehensive statewide 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 Part A of Title III;
- provides for the integration of available MEP services with other federal-, state-, or locally-operated 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 MEP Parent Advisory Council (PAC) in a format and language that the parents understand. [34 Code of Federal Regulations (CFR) § 200.83(b)(c)]

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

1. **Performance Targets.** 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.** Identification and an assessment of the unique educational needs of migratory children that result from the children's migratory lifestyles; 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.** 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 specific educational needs of migratory children as identified through the CNA and help achieve the state's performance targets.

4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. Service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyles, and other needs of migratory children that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]
5. **Evaluation.** Description of 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)]

The following sections are recommended by the Office of Migrant Education (OME) at the U.S. Department of Education 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).** 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.** The process and structure for the ID&R plan including staffing, training, and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- **Parent and Family Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children including information on state and local Parent Advisory Councils (PACs), as well as access to support and resources for migratory parents.
- **Exchange of Student Records.** 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.
- **Implementation and Accountability in Local Programs.** A description of the ways the MEP will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of local projects to plan and implement their programs; strategies for ensuring that the local sub-granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which local operating agencies will be held accountable.
- **Logic Model.** The logic model will be a visual representation of the intent of the MEP. The logic model provides the foundation for assessing the effectiveness and progress of the MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the MEP.
- **Project Plan.** A project plan will be developed based on the aligned components and will include activities, timelines, persons responsible, and resources to operationalize the strategies.

In compliance with the guidance provided by OME, Iowa will update the statewide 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 CNA that was completed in June 2023.

Description of the Iowa MEP

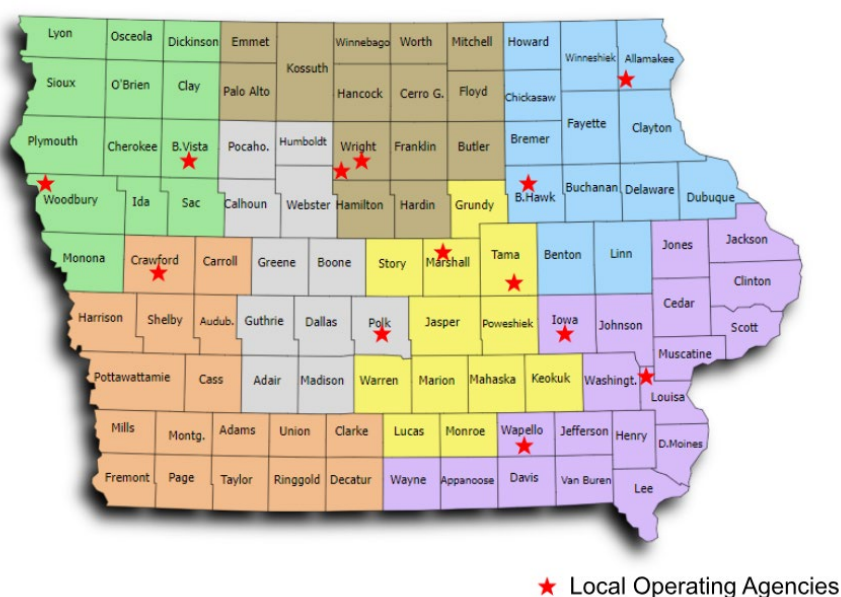
The primary purpose of the Iowa MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with mobility, in order that they might succeed in school. Furthermore, the Iowa 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.

Iowa MEP data from the 2021-22 performance period indicates that there were 3,513 eligible migratory children and youth (birth to age 21) (3,321 migratory students ages 3-21 – Category 1 count) with the following demographics:

- 5% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- 37% of migratory children/youth ages 0-21 had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (August 31, 2022).
- 17% of migratory children/youth ages 3-21 were categorized as PFS.
- 48% of migratory children/youth ages 3-21 were identified as being English learners (ELs).

During the 2021-22 performance period, 38% of the 3,513 eligible migratory children and youth were served; 32% received MEP instructional services and 18% received MEP support services. Services in Iowa were provided to migratory children by LOAs as displayed below.

Map of Iowa MEP LOAs



The Iowa MEP strives to provide migratory students with individualized, needs-based supplemental instructional and support services that positively impact their learning and

academic achievement. Parents are provided services to improve their skills and increase their engagement in the education of their children; MEP staff are trained to better serve the unique needs of migratory students and their parents; and coordination with community resources and programs benefits students and their families and helps LOAs expand their capacity to provide needs-based services to Iowa's migratory population.

The Iowa MEP offers a wide range of high quality instructional and support services that are provided during the regular school year and summer. The Iowa MEP provides tutoring and instruction in math and reading; preschool services/school readiness instruction; opportunities for secondary credit accrual and distance learning, support to students studying for high school equivalency diplomas; science/social studies instruction; and science, technology, engineering, and math (STEM) instruction including robotics. Support services provided by the Iowa MEP include transportation, translations and interpretations, assisting families to meet basic needs, health/medical assistance, and other services that reduce barriers to educational success.

The primary focus of the Iowa MEP is two-fold: 1) the ID&R of migratory students to ensure that highly mobile migratory students are identified as eligible to receive services and 2) aligning supplemental programs and advocacy with the Iowa Academic Standards. The Department reviews, monitors, and evaluates local MEP applications, program implementation, and fiscal expenditures.

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

Description of the Planning Process

The Iowa MEP follows the Continuous Improvement Cycle (shown to the right) as recommended by OME in its CNA and SDP Toolkits (2018). 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 involving stakeholders selecting evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, developing a plan to implement the strategies, and establishing measurable goals and targets for accountability.
- **Implementation of SDP.** Information dissemination and training to align 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 Iowa MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies and MPOs that are presented in this report. The SDP Committee was composed of individuals representing the community; MEP administrators; the SEA; and individuals with expertise in reading, mathematics, graduation/dropout prevention, serving OSY, family literacy, professional development (PD), ID&R, and early childhood education (ECE). Several members of the SDP Committee also served on the CNA Committee (referred to as the Needs Assessment Committee in the CNA report) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet the unique needs of migratory students. Refer to the beginning of this document for a list of the SDP Committee members.

The Iowa 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 SDP Committee reviewed the work of the CNA Committee that was completed during the CNA process. To ensure that all requirements were met, the timelines and activities displayed below were established. The SDP Committee met twice in person in Des Moines, Iowa.

Iowa SDP Timelines

Activity	Timelines
SDP Meeting #1: Provide an overview of how the program planning process interacts with the statewide SDP, identify top instructional and/or support strategies in the Iowa MEP; review concern statements and solutions from the CNA; identify strategies; review strategies for all goal areas and finalize strategies; and identify ways to implement strategies.	10/11/23
SDP Meeting #2: Review and edit the SDP Planning Chart; determine MPOs; review MPOs for all goal areas; finalize MPOs; identify resources needed to implement the strategies; review resources and ways to implement strategies for all goal areas and provide feedback; provide input and arrive at consensus on evaluation strategies and tools; and brainstorm ways to communicate and implement the SDP.	10/12/23
Prepare a draft/final Iowa MEP SDP report	1/31/24

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP. 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 the statewide performance goals and targets.

State Performance Indicators

The statewide performance targets for migratory students in ELA, mathematics, and graduation align with the priorities and goals established by the State as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals for academic achievement and graduation as shown below. *Note – the Iowa ESSA State Plan did not include targets past 2021-22.*

Iowa's Goals for Academic Achievement – 2021-22

	Reading/Language Arts	Mathematics	Four-Year Graduation Rate
Grade 3	78.5	81.2	
Grade 4	77.3	80.4	
Grade 5	78.5	78.1	
Grade 6	76.9	78.5	
Grade 7	77.5	85.4	
Grade 8	77.2	77.1	
Grade 11	80.4	84.2	
			95%

Source: Iowa ESSA Consolidated State Plan (2018)

Needs Assessment

During 2022-2023, the Iowa CNA Committee 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 the Iowa student information database, MIS2000; Iowa Department of Education (Department) databases; and via surveys of staff, migratory parents and students. Based on these data, a state data profile was written, possible solutions were identified, and priorities for services based on the data were determined. During the CNA meetings, the CNA Committee reached 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 the needs of migratory students. This CNA process resulted in the development of the Iowa MEP CNA Report (on file with the Iowa MEP).

The MEP CNA results provided the State with clear direction for planning services for migratory children and youth. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. The Iowa Migratory Student Profile contained in the CNA Report uses the most recent data (at the time the CNA Report was written) from 2020-21 and lists the needs identified in numerous categories.

Iowa Migratory Student Profile (Data from 2020-21)

Eligible Migratory Students	2,963
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (14%), Grades K-5 (39%), Grades 6-8 (16%), Grades 9-12 (19%), OSY (6%)

Priority for Services (ages 3-21)	549 (19%) of the 2,823 migratory children ages 3-21
Disrupted Schooling	1,005 (34%) had a qualifying arrival date (QAD) within the last 12 months
English learners (ELs) (ages 3-21)	1,322 (47%) of the 2,823 migratory children ages 3-21
Migratory students served during the performance period	1,335 (45%)
Migratory students receiving instructional services	924 (31%)
Migratory students receiving support services	683 (23%)
Migratory students receiving counseling services	78 (3%)
Migratory students scoring proficient on State ELA and math assessments	ELA: 31% (68% of non-migratory students) Math: 31% (64% of non-migratory students)
OSY eligible/served	189 eligible, 101 (53%) served
High School Graduation Rate	Migratory students: 74.8% Non-migratory students: 90.2%
Dropout Rate	Migratory students: 3.7% Non-migratory students: 2.0%

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the CNA Committee for each goal area. The CNA Committee identified possible solutions that 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 the needs of migratory students. Prioritized solutions from the CNA can be found in the SDP Decisions and Planning Chart kept on file with the Iowa MEP.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee reflect the needs and solution strategies identified during the CNA process. There are four strategies for School Readiness, two strategies for ELA and Mathematics, four strategies for High School Graduation/Services to OSY, and four strategies for Non-Instructional Support Services. The strategies serve as the basis for the implementation of the Iowa MEP at the local level.

Measurable Program Outcomes

The SDP Committee created MPOs to reflect the State performance targets, needs, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference 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. The alignment of the MPOs to the strategies can be found in the Alignment Chart on the following pages.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for implementation of strategies and results aligned with performance indicators/targets, Government Performance and Results Act (GPRA) measures, and MEP MPOs. The CNA/SDP/Evaluation Alignment Chart that follows provides the structure for the MEP evaluation (see following section of the SDP).

Iowa MEP CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: No state performance target for school readiness at this time.

Concern Statements: We are concerned that parents of migratory children ages 3-5 (not in kindergarten) are not provided with access to local PK resources and opportunities to understand child development better; migratory children ages 3-5 (not in kindergarten) do not receive adequate instructional services in reading and math; migratory children ages 3-5 (not in kindergarten) are not receiving instructional or support services from the MEP to support their preparation and transition into kindergarten; and migratory children birth to age three do not have access to services to support their preparation and transition into prekindergarten (PK).

Data Summary: 46% of parents of migratory children ages 3-5 responding reported a need for understanding child development (highest ranked); only 1% of eligible migratory children ages 3-5 received reading or math instructional services from the MEP; 7% of eligible migratory children ages 3-5 received instructional services from the MEP; 10% of eligible migratory children ages 3-5 received support services from the MEP; and the expert opinion of the CNA Committee is that migratory children birth to age three do not have access to services to support and prepare them for their transition to school.

Need Statement: The percentage of parents receiving resources and opportunities to better understand child development needs to increase and the percentage of eligible migratory children ages 3-5 who receive instructional or support services from the MEP needs to increase.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1-1a: Coordinate/provide parents of migratory children before school age with information and strategies on child development.</p> <p>Strategy 1-1b: Coordinate/provide parents of migratory children before school age with access to local preschool resources.</p>	<p>MPO 1A: By the end of the 2024-25 performance period, 80% of migratory parents responding to a survey will report that the information they received from the MEP taught them strategies in child development.</p>	<p>What percentage of parents reported the information they received from the MEP taught them strategies in child development?</p>	<p>How many parents participated in parent engagement/PAC opportunities?</p> <p>What types of services were provided to parents/families?</p>

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1-2: Coordinate with local preschool/childcare programs to ensure migratory children before school age receive instructional services.	MPO 1B: By the end of the 2024-25 performance period, 70% of LOAs rated their implementation of Strategy 1-2 (coordinate with Early Childhood Education [ECE] programs) as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI).	What percentage of LOAs rated their implementation of Strategy 1-2 as “succeeding” or “exceeding” on the FSI?	In what ways did LOAs implement Strategy 1-2?
Strategy 1-3: Coordinate/provide instructional and support services to migratory children before school age to support school readiness and transition to kindergarten.	MPO 1C: By the end of the 2024-25 performance period, 35% of migratory children ages 3-5 will have received MEP instructional services.	What percentage of migratory children ages 3-5 (PFS and non-PFS) received MEP instructional services?	What types of services were provided to migratory children ages 3-5?

GOAL AREA #2: ENGLISH LANGUAGE ARTS AND MATHEMATICS

State Performance Target: In 2021-22, 78.5% of 3rd grade students will score proficient or above in ELA on the state assessment (77.3% of 4th graders; 78.5% of 5th graders; 76.9% of 6th graders; 77.5% of 7th graders; 77.2% of 8th graders; and 80.4% of 11th graders) and 81.2% of 3rd grade students will score proficient or above in math on the state math assessments (80.4% of 4th graders; 78.1% of 5th graders; 78.5% of 6th graders; 85.4% of 7th graders; 77.1% of 8th graders; and 84.2% of 11th graders). *Note – the Iowa ESSA State Plan did not provide targets past 2021-22.*

Concern Statement: We are concerned that fewer migratory students score proficient in ELA and math on State assessments than non-migratory students; and migratory students are not receiving targeted instructional services in ELA and math.

Data Summary: In 2020-21, 30.7% of migratory students (29.7% of PFS students) scored proficient or above in ELA compared to 68.1% of non-migratory students; and 31.4% of migratory students (25.9% of PFS students) scored proficient or above in math compared to 64.4% of non-migratory students.

Need Statement: The percentage of migratory students scoring proficient or above on State assessments needs to increase by 37.4 percentage points (38.4 percentage points for PFS students) in ELA, and 33.0 percentage points (38.5 percentage points PFS students) in math to eliminate the gap between migratory and non-migratory students.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2-1: Coordinate/ provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the regular school year.</p> <p>Strategy 2-2: Coordinate/ provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the summer.</p>	<p>MPO 2A: By the end of the 2024-25 performance period, 50% of migratory students in grades K-12 will have received needs-based supplemental instruction in ELA.</p> <p>MPO 2B: By the end of the 2024-25 performance period, 35% of migratory students in grades K-12 will have received needs-based supplemental instruction in math.</p> <p>MPO 2C: By the end of summer 2025, migratory students in grades K-12 that received summer ELA instruction will have maintained or gained on local pre/post ELA assessments.</p> <p>MPO 2D: By the end of summer 2025, migratory students in grades K-12 that received summer math instruction will have maintained or gained on local pre/post math assessments.</p>	<p>What percentage of eligible migratory students in grades K-12 (PFS & non-PFS) received MEP supplemental instructional services in ELA?</p> <p>What percentage of eligible migratory students in grades K-12 (PFS & non-PFS) received MEP supplemental instructional services in math?</p> <p>What percentage of K-12 migratory students (PFS & non-PFS) maintained or gained on local pre/post ELA/math assessments?</p>	<p>What types of MEP ELA/math instructional services were provided during the regular year and in summer?</p> <p>What percentage of students maintained/ gained on ELA and math assessments for disaggregated groups (PFS and non-PFS, grade level, etc.)?</p>

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Target: In 2021-22, 95% of all students will graduate from high school. *Note – the Iowa ESSA State Plan did not provide targets past 2021-22.*

Concern Statement: We are concerned that migratory high school students do not have access to opportunities to obtain credits for high school graduation and are graduating at a lower rate than their peers; migratory students in grades 9-12 and migratory OSY do not have information about, and access to, college and career readiness and post-secondary education; migratory OSY are not receiving adequate instructional or support services; and too few migratory high school students and OSY are being served during the summer.

Data Summary: The migratory student graduation rate for 2020-21 was 74.8% (63.6% for PFS students) compared to non-migratory students (90.2%), and the State Performance Target (95%).

Need Statement: The migratory student graduation rate needs to increase by 15.4 percentage points (26.6 percentage points for PFS students) to eliminate the gap between migratory and non-migratory students.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 3-1: Coordinate/partner/ provide supportive systems for migratory high school students to obtain credits for prompt high school graduation.	MPO 3A: By the end of the 2024-25 performance period, 50% of migratory high school students who were enrolled in classes for high school credit and received support from the MEP will have earned credit.	What percentage of migratory high school students (PFS and non-PFS) who were enrolled in classes for high school credit and received support from the MEP earned credit?	What types of credit accrual opportunities were provided to migratory high school students?
Strategy 3-2: Coordinate/partner/ provide migratory high school students and OSY with culturally relevant information/services and access to college/career readiness and post-secondary education.	MPO 3B: By the end of the 2024-25 performance period, 65% of migratory high school students and OSY who responded to a survey after receiving information from the MEP will have reported increased knowledge of college and career options.	What percentage of migratory high school students and OSY responding to a survey reported that the information they received from the MEP increased their knowledge of college and career options?	What information about college and career readiness options was provided to migratory HS students and OSY?
Strategy 3-3: Coordinate/partner/ provide instructional and support services to migratory OSY.	MPO 3C: By the end of the 2024-25 performance period, 25% of OSY will have received MEP support services.	What percentage of migratory OSY (PFS and non-PFS) received MEP support services?	What types of support services were provided to migratory OSY?
Strategy 3-4: Coordinate/-partner/ provide migratory high school students and OSY with needs-based culturally relevant summer services.	MPO 3D: By the end of the 2024-25 performance period, 25% of migratory high school students and OSY will have received MEP summer services.	What percentage of migratory high school students and OSY (PFS and non-PFS) received MEP summer services?	What types of MEP summer services were provided to migratory HS students and OSY?

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: No state performance target.

Concern Statement: We are concerned that migratory children, youth, and families are not receiving adequate support services to address their basic needs; staff who work with migratory children and youth need targeted professional development to support migratory children, youth and families; migratory families need resources and training to support their children in school; and migratory children, youth, and families need resources and support to address their social-emotional wellness.

Data Summary: In 2020-21, 51% of eligible migratory children and youth received MEP support services. In 2023, 46% of parents reported a need for school supplies, 42% reported a need for medical/dental/vision care (two highest ranked); 64% of staff reported students need health services and 58% reported students need books/materials/supplies. Sixty-three percent (63%) of staff reported a need for PD in reading/literacy strategies; 61% reported a need for English as a Second Language (ESL)/diverse learner strategies; 48% reported a need for PD on how to involve parents; and 82% reported a need for resources and training for parents to increase family literacy and 65% reported a need for accessing community resources. Forty-eight percent (48%) of parents reported a need for strategies to help their child with homework; 47% for strategies to help their child with reading/writing; and 43% for help with math.

Need Statement: The percentage of migratory children, youth, and families receiving MEP support services needs to increase.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-1: Coordinate/provide needs-based non-instructional support services to migratory children, youth, and families.	MPO 4A: By the end of the 2024-25 performance period, 25% of migratory children birth to age 21 will have received needs-based non-instructional support services.	What percentage of eligible migratory children birth to age 21 (PFS & non-PFS) received needs-based non-instructional support services?	What types of non-instructional support services were provided to migratory children and youth?
Strategy 4-2: Coordinate/provide targeted professional development to staff who serve migratory children, youth, and families.	MPO 4B: By the end of the 2024-25 performance period, 80% of staff who responded to surveys after participating in MEP professional development will have reported that they increased their knowledge and skills for serving migratory children, youth, and families.	What percentage of staff who responded to surveys and participated in MEP professional development reported that they increased their knowledge and skills for serving migratory children, youth, and families?	What MEP professional development was provided to staff?
Strategy 4-3: Coordinate/provide migratory families with strategies to help them support their children.	MPO 4C: By the end of the 2024-25 performance period, 80% of migratory parents who responded to a survey will have reported that the information they received from the MEP helped them support their children.	What percentage of migratory parents responding to a survey reported that the information they received from the MEP helped them support their children?	What topics were addressed during parent engagement events?

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-4: Coordinate/provide culturally responsive support and resources to migratory children and youth to build awareness and nurture their social-emotional well-being.	MPO 4D: By the end of the 2024-25 performance period, 70% of LOAs will have rated their implementation of Strategy 4-4 (social-emotional support) as “succeeding” or “exceeding” on the FSI.	What percentage of LOAs rated their implementation of Strategy 4-4 (social-emotional support) as “succeeding” or “exceeding” on the FSI?	What activities did LOAs implement to support the social-emotional well-being of migratory children and youth?

Evaluation Plan

Components of the Statewide MEP Evaluation

The statewide MEP evaluation measures the effectiveness of the Iowa MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP and progress toward the MPOs, State performance targets, and MEP GPRA measures. The following are the key components of the Iowa MEP evaluation:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to 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 the MPOs established in this SDP, disaggregated for PFS and non-PFS migratory students. [34 CFR 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 CFR 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 for 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 is linked to provide a cohesive and consistent approach to enable migratory students to achieve the Iowa State performance goals and targets.

States are required to evaluate the effectiveness of the MEP and provide guidance to LEAs on how to conduct local evaluations. The Iowa MEP evaluation allows the State and its LEAs to:

1. Determine how effective the MEP is 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 programs 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, the Iowa MEP evaluation examines both program implementation and program results (or outcomes) as required by OME. In evaluating program implementation, the evaluation of the Iowa MEP will address the following questions:

- How many migratory parents participated in parent engagement/PAC opportunities?
- What types of services were provided to migratory parents/families?
- In what ways did LOAs implement Strategy 1-2?

- What types of services were provided to migratory children ages 3-5?
- What types of MEP ELA/math instructional services were provided during the regular year and in summer?
- What percentage of migratory students maintained/gained on ELA and math assessments for disaggregated groups (PFS and non-PFS, grade level, etc.)?
- What types of credit accrual opportunities were provided to migratory high school students?
- What information about college and career readiness options was provided to migratory HS students and OSY?
- What types of non-instructional support services were provided to migratory OSY?
- What types of MEP summer services were provided to migratory HS students and OSY?
- What types of non-instructional support services were provided to migratory children and youth?
- What MEP professional development was provided to staff?
- What topics were addressed during parent engagement events?
- What activities did LOAs implement to support the social-emotional well-being of migratory children and youth?

Local implementation of the service delivery strategies identified in the Iowa SDP is measured using the Fidelity of Strategy Implementation (FSI) rubric that is anchored to the service delivery strategies identified in this SDP. Ratings on the FSI are self-assigned by LOA MEP staff after reviewing the ways in which each strategy was implemented and coming to consensus on their LOA's ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the program results evaluation, progress is measured and reported toward the State performance targets, the national MEP GPRA measures, and the 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. Evaluation questions that will be answered by outcome data follow:

- What percentage of migratory parents reported the information they received from the MEP taught them strategies in child development?
- What percentage of LOAs rated their implementation of Strategy 1-2 as "succeeding" or "exceeding" on the Fidelity of Strategy Implementation (FSI)?
- What percentage of migratory children ages 3-5 (PFS & non-PFS) received MEP instructional services?
- What percentage of eligible migratory students in grades K-12 (PFS & non-PFS) received MEP supplemental instructional services in ELA?
- What percentage of eligible migratory students in grades K-12 (PFS & non-PFS) received MEP supplemental instructional services in math?
- What percentage of K-12 migratory students (PFS & non-PFS) maintained or gained on local pre/post ELA/math assessments?
- What percentage of migratory high school students (PFS & non-PFS) who were enrolled in classes for high school credit and received support from the MEP earned credit?
- What percentage of migratory high school students and OSY responding to a survey reported that the information they received from the MEP increased knowledge of college and career options?
- What percentage of migratory OSY (PFS & non-PFS) received MEP support services?
- What percentage of migratory high school students and OSY (PFS & non-PFS) received MEP summer services?

- What percentage of eligible migratory children from birth to age 21 (PFS & non-PFS) received needs-based non-instructional support services?
- What percentage of staff who responded to surveys and participated in MEP professional development reported that they increased their knowledge and skills for serving migratory children, youth, and families?
- What percentage of migratory parents responding to a survey reported that the information they received from the MEP helped them support their children?
- What percentage of LOAs rated their implementation of Strategy 4-4 (social-emotional support) as “succeeding” or “exceeding” on the FSI?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CFR 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Iowa MEP staff. These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, MEP 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 it?	How is it collected?	When is it collected?
Parent/family activities provided by the State and LOAs	Department and LOAs	Department records and FSI	Program year end
Professional development provided by the State and LOAs	Department and LOAs	Department records and FSI	Program year end
Performance period migratory student counts for each LOA: number eligible (PFS/non-PFS), number served (PFS/non-PFS)	Department	MIS2000	Program year end
MEP non-instructional support services provided to migratory students during the performance period and the number of students receiving each (i.e., transportation, instructional supplies, interpretations)	Department	MIS2000	Program year end
MEP instructional services provided to migratory students during the performance period and the number of students receiving each (i.e., mathematics instruction, reading instruction, credit accrual)	Department	MIS2000	Program year end
Number of migratory students served during the regular year, number of PFS migratory students served during the regular year, and number of PFS migratory students served during the summer (by age/grade level)	Department	MIS2000	Program year end
Performance period migratory student demographics and MEP services as reported in the Consolidated State Performance Report (CSPR)	Department	MIS2000	Program year end
Number of migratory students who graduate from high school	Department	Department records	Program year end

Data element	Who collects it?	How is it collected?	When is it collected?
Number of migratory students who score proficient or above in ELA and math on State assessments	Department	Department records	Program year end
Level of implementation of the strategies	LOAs	FSI	Program year end

School Readiness MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 1A: By the end of the 2024-25 performance period, 80% of migratory parents responding to a survey will have reported that the information they received from the MEP taught them strategies in child development.	LOAs and Department	Parent ratings on the Parent Survey	Program year end
MPO 1B: By the end of the 2024-25 performance period, 70% of LOAs will have rated their implementation of Strategy 1-2 (coordinate with ECE programs) as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI).	LOAs and Department	Project ratings on the FSI	Program year end
MPO 1C: By the end of the 2024-25 performance period, 35% of migratory children ages 3-5 will have received MEP instructional services.	Department	Number of eligible migratory children ages 3-5 receiving MEP instructional services during the performance period as documented in MIS2000	Program year end

ELA and Mathematics MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 2A: By the end of the 2024-25 performance period, 50% of migratory students in grades K-12 will have received needs-based supplemental instruction in ELA.	Department	Number of eligible migratory students in grades K-12 receiving MEP supplemental instructional services in ELA during the performance period as documented in MIS2000	Program year end
MPO 2B: By the end of the 2024-25 performance period, 50% of migratory students in grades K-12 will have received needs-based supplemental instruction in math.	Department	Number of eligible migratory students in grades K-12 receiving MEP supplemental instructional services in math during the performance period as documented in MIS2000	Program year end

ELA and Mathematics MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 2C: By the end of summer 2025, migratory students in grades K-12 who received summer ELA instruction will have maintained or gained on local pre/post ELA assessments.	LOAs and Department	Local pre/post ELA assessment scores as documented in the Year-End Report	Program year end
MPO 2D: By the end of summer 2025, migratory students in grades K-12 who received summer math instruction will have maintained or gained on local pre/post math assessments.	LOAs and Department	Local pre/post math assessment scores as documented in the Year-End Report	Program year end

HS Graduation/Services to OSY MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 3A: By the end of the 2024-25 performance period, 50% of migratory high school students who were enrolled in classes for high school credit and received support from the MEP will have earned credit.	LOAs and Department	Number of eligible migratory high school students that were enrolled in classes for high school credit that received support from the MEP who earned credit during the performance period as documented in the Year-End Report	Program year end
MPO 3B: By the end of the 2024-25 performance period, 65% of migratory high school students and OSY who responded to a survey after receiving information from the MEP will have reported increased knowledge of college and career options.	LOAs and Department	Student/OSY ratings on the Student/OSY Survey	Program year end
MPO 3C: By the end of the 2024-25 performance period, 25% of OSY will have received MEP support services.	Department	Number of eligible migratory OSY receiving MEP support services during the performance period as documented in MIS2000	Program year end
MPO 3D: By the end of the 2024-25 performance period, 25% of migratory high school students and OSY will have received MEP summer services.	Department	Number of eligible migratory high school students and OSY receiving MEP summer services as documented in MIS2000	Program year end

Non-Instructional Support Services MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 4A: By the end of the 2024-25 performance period, 25% of migratory children birth to age 21 will have received needs-based non-instructional support services.	Department	Number of eligible migratory children ages birth to age 21 receiving MEP support services during the performance period as documented in MIS2000	Program year end

Non-Instructional Support Services MPOs	Who collects it?	How is it collected?	When is it collected?
MPO 4B: By the end of the 2024-25 performance period, 80% of staff who responded to surveys after participating in MEP professional development will have reported that they increased their knowledge and skills for serving migratory children, youth, and families.	LOAs and Department	Staff ratings on the Staff Survey and CIG Training Evaluations	Program year end
MPO 4C: By the end of the 2024-25 performance period, 80% of migratory parents who responded to a survey will have reported that the information they received from the MEP helped them support their children.	LOAs and Department	Parent ratings on the Parent Survey	Program year end
MPO 4D: By the end of the 2024-25 performance period, 70% of LOAs will have rated their implementation of Strategy 4-4 (social-emotional support) as “succeeding” or “exceeding” on the FSI.	LOAs and Department	LOA ratings on the FSI	Program year end

Data on migratory students and services will be collected by the Department from each of its LOAs. Data sources include student assessment results (e.g., State ELA and mathematics assessments, local reading and mathematics assessments, school readiness assessments), MIS2000, Year-End Reports, migratory staff, and migratory students and parents/family members.

Data analysis procedures include descriptive statistics (e.g., means, frequencies); 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/student/parent perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Iowa MEP supports LOAs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- Distributing materials to support PD activities among migratory staff during regional meetings and statewide workshops;
- Providing opportunities for LOAs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- Reviewing program monitoring results and actions to inform local program 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 report how evaluation results will be used for program improvement purposes;
- Coordinating with the external evaluator to review processes, procedures, and supports provided to LOAs;

- Sharing information among LOAs from state and national reading, mathematics, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- Offering training-of-trainers sessions for migratory staff to support their efforts in assisting LOAs to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

To comply with federal guidelines, the Iowa MEP will perform an annual performance results evaluation in order to inform SEA decision-making and will 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 Iowa MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Iowa 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;
- Collecting and analyzing evaluation data; and
- Preparing evaluation reports to determine the extent to which progress was made and MPOs were met and provide recommendations for program improvement.

The evaluators collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in this SDP; and determine the extent to which progress was made toward State performance goals, the MPOs, and the national 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). LOAs have flexibility in selecting activities from within the options provided to implement the strategies and achieve the MPOs.

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 1-1a: Coordinate/ provide parents of migratory children before school age with information and strategies on child development.</p> <p>Strategy 1-1b: Coordinate/ provide parents of migratory children before school age with access to local preschool resources.</p>	<ul style="list-style-type: none"> • Collaborate with health/nutrition services. • Coordinate with the state level early childhood system to ensure inclusion of migratory children as an underserved population. • Coordinate with local early childhood systems to provide access to local resources. • Explore access/usage of online/ virtual programming to provide information and ideas on how to support learning at home (e.g., Ready Rosie). • Provide learning opportunities to parents about resources and instructional services. • Provide school readiness tools and resources for children and parents (e.g., books in a backpack, pre-literacy and pre-numeracy learning kits). • Support parents as first teachers by helping parents with activities to do at home (e.g., Parents as Teachers). 	<ul style="list-style-type: none"> - Childcare - Churches - Department of Health - Facilitators - Foundations - Head Start - Learning kits - Liaisons - MEP staff - Non-certified staff - Parents - Pre-service teachers - Resource list - Snacks - State agencies - Supplies and materials - Translation/interpretation services - Transportation - United Way - Venues - Women, Infants, and Children (WIC)
<p>Strategy 1-2: Coordinate with local preschool/ childcare programs to ensure migratory children before school age receive instructional services.</p>	<ul style="list-style-type: none"> • Coordinate access to community services like libraries. • Coordinate with the state level early childhood system to ensure inclusion of migratory children as an underserved population. • Coordinate with local early childhood systems to provide access to local resources. • Coordinate services in the language spoken at home. • Coordinate services based on needs (half day, full day) • Coordinate access to existing childcare and preschool services and programs. • Identify early childhood programs across the state. 	<ul style="list-style-type: none"> - Churches - Content materials - ECI local systems - ECI state system - Facilitators - Head Start - Department Early Childhood office - Iowa State University (ISU) extensions - Learning kits - Libraries - Library contacts - Math and reading teachers - Service specialists - State agencies - Talking Points - Translation/interpretation services

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 1-3: Coordinate/ provide instructional and support services to migratory children before school age to support school readiness and transition to kindergarten.	<ul style="list-style-type: none"> • Coordinate services with local libraries. • Coordinate with local early childhood systems to provide access to local resources. • Coordinate with the state level early childhood system to ensure inclusion of migratory children as an underserved population. • Coordinate/provide early reading and math services in the native language of the child. • Coordinate/provide support for writing/reading and math at home. • Coordinate/provide transition to kindergarten services. • Provide books in native language. • Provide interventions to prepare 3-5-year-olds entering kindergarten using a Multi-Tiered System of Support (MTSS) approach. • Provide resources/materials and professional learning opportunities to support reading and math readiness content. 	<ul style="list-style-type: none"> - Al Éxito student partnership - Assessment experts - Counselors - Early Access - ECI local system - ECI state system - EL/Homeless/Neglected experts - Facilitators - Head Start - Instructional supplies and materials - Learning/developmental kits - Liaisons - Local clinics (e.g., health, dental, vision) - MEP staff - Online platforms - Parents - Public health offices - School staff - Services specialists - Social workers - Social-emotional service providers - Translation/interpretation services and devices - Unite for Literacy - Volunteers

ELA and Mathematics Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 2-1: Coordinate/ provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the regular school year.</p> <p>Strategy 2-2: Coordinate/ provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the summer.</p>	<p><u>Regular Year</u></p> <ul style="list-style-type: none"> • Before and after-school tutoring • Coordinated student schedules (academic support happens outside of school and outside of activity/ practice) • Literacy and math backpacks (checkout and return) • Literacy nights • Online platforms (e.g., Duolingo, Unite for Literacy, BookFlix, TrueFlix, Khan Academy, Prodigy, Dreamscape) • Partner with colleges for tutoring support. • Project-based learning (e.g., hands-on activities, building trades, cooking, health care, child development, STEAM, robotics, gardening, greenhouse work, agriculture) 	<ul style="list-style-type: none"> - Al Éxito University - AmeriCorps/other - Arts International Camp (Al Exito) - Books, iBooks, resources (culturally relevant) - Calculators, technology, iPads, computers - College students - Community partners - Content area teachers - Curriculum coordinators - Digital devices/ technology - Free online resources/ cost resources (i.e., Khan Academy) - Free tutors – community - Government STEM Council - High school and other peer mentors - Instructional coaches - Language arts teachers/ reading endorsed teachers

Strategies	Ideas for Strategy Implementation	Resources Needed
	<ul style="list-style-type: none"> • Provide professional development on ELA and math instruction to staff serving migratory students. <p><u>Summer</u></p> <ul style="list-style-type: none"> • Back-to-school night – provide books • ESL classes • Field trips/excursions • Literacy nights • MEP-funded summer school • Online platforms (e.g., Duolingo, Unite for Literacy, BookFlix, TrueFlix, Khan Academy, Prodigy, Dreamscape) • Partner with libraries, 4-H, ISU Extension offices, and other community organizations. • Project-based learning (e.g., hands-on activities, building trades, cooking, health care, child development, STEAM, robotics, gardening, greenhouse work, agriculture) • Provide credit-bearing courses/help • Solicit support from local businesses to sponsor middle/high school students interested in a summer business venture. • Summer reading program • Writer's workshops 	<ul style="list-style-type: none"> - Manipulatives/resources to take home - Math specialists/coaches - Online interpretations and programs - Parents - Public library and community book stores - STEAM teachers/materials - Training courses in reading endorsement - Transportation - University and high school volunteers - Venues (churches, universities, community centers, housing meeting rooms, ISU offices) - Volunteers - Wi-Fi

High School Graduation/Services to OSY Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 3-1: Coordinate/partner/provide supportive systems for migratory high school students to obtain credits for prompt high school graduation.	<ul style="list-style-type: none"> • Communicate with prior school to obtain records. • Expand statewide partnership and network to provide engaging supplementary supports for high school credit acquisition • Offer credit recovery. • Online schools • Open enrollment • Partner with institutions of higher education. • Provide 1:1 tutoring. • Provide hybrid learning opportunities with in-person support. • Provide job-based schedules and earn credits for school from work experiences. • Provide on-demand tutoring (e.g., phone, online). • Provide opportunities to accrue credits focused on prompt graduation. • Provide virtual, online learning (asynchronous). • Provide/coordinate avenues for flexibility for credit accrual of high school (including transfer of credit). • School counselors/MEP staff meet with students to access credits and history to award credits. • Seamless credits • Texas Migrant Interstate Project (TMIP) for assessing Texas-based student credit needs 	<ul style="list-style-type: none"> - Al Éxito/community partnerships - Calculators - Career advisors - Counselors - Credit accrual programs (e.g., PASS, Edgenuity) - Experiential learning options (e.g., welding, construction, culinary arts, CTE) - Hotspots - Laptops - Materials - Online schools - Service specialists (high school) - Supplies - Transportation - Tutors (certified and non-certified staff)

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 3-2: Coordinate/partner/provide migratory high school students and OSY with culturally relevant information/services and access to college/career readiness and post-secondary education.	<ul style="list-style-type: none"> • Coordinate with other states. • Coordinate with High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). • Host career fairs. • Host meetings for students and families with motivational speakers. • Offer college readiness workshops. • Offer FAFSA/college nights. • Provide college visits. • Provide culturally relevant trips and experiences • Provide opportunities for stackable certificates • Provide seminars and webinars on how to access post-secondary education. • Provide support for non-FAFSA-eligible students. • Provide visits to vocational/technical schools. 	<ul style="list-style-type: none"> - Advisors - Al Éxito Senior Program – College Coach - Al Éxito University - Al Éxito and community partnerships - Career readiness experts - College aid - Colleges and universities - Counselors - CTE staff - Evelyn K. Davis Center – Des Moines (EKDC-DSM) - HEP/CAMP - Liaisons - Local College Access Network (LCAN) / Iowa College Access Network (ICAN) - Local employers - Other MEP states with strong OSY programs - Parents - Technical/vocational schools - Transportation
Strategy 3-3: Coordinate/partner/provide instructional and support services to migratory OSY.	<ul style="list-style-type: none"> • Contract with agencies and community resources to provide social services for OSY. • Coordinate services for OSY. • Coordinate with trade/technical schools. • Create resource guides for services available for OSY. • Provide online and in-person ESL opportunities for OSY residing in rural areas. 	<ul style="list-style-type: none"> - Advisors - HEP/CAMP - Interpretation/translation services - iSOSY materials - Liaisons - Local adult education programs - Local community resources - Local employers - Other MEP states with strong OSY programs - Parents - Technical/vocational schools - Transportation

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3-4: Coordinate/partner/provide migratory high school students and OSY with needs-based culturally relevant summer services.</p>	<ul style="list-style-type: none"> • Coordinate with agencies/companies to provide soft skills/job skills (i.e., Junior Achievement). • Coordinate with Al Éxito University. • Coordinate/provide more vocational support (i.e., Job Corps). • Offer classes for credentials that can be obtained short-term. • Partner with 4H. • Provide a leadership camp at Western Iowa Tech (WIT) Community College. • Provide camps that are fun and engaging. • Provide life skills training for H2A workers (i.e., iSOSY lessons). • Send students to leadership camps out-of-state (e.g., DC, Nebraska). 	<ul style="list-style-type: none"> - Al Éxito - CAMP projects - Certified and non-certified staff - Community colleges - CTE staff - Iowa Workforce Development (IWD) - Job Corps - Liaisons - Local employers - MEP staff - Parents - Proteus - Recruiters - School district staff - Summer HS credit opportunities - Supplies - Targeted plans - Transportation

Non-Instructional Support Services Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 4-1: Coordinate/ provide needs-based non-instructional support services to migratory children, youth, and families.</p>	<ul style="list-style-type: none"> • Add student service provider positions to LOAs. • Coordinate and secure basic needs services for migratory families. • Coordinate with Department to establish a coalition of different programs (e.g., Title IA, Homeless). • Coordinate with other programs (e.g., Head Start, Title I, Homeless) to streamline services. • Establish a referral process. • Gather and provide a regional/ district-level list of resources for families for basic needs (e. g., housing, transportation, nutrition). • Identify and/or designate a service provider for migratory families (i.e., liaison to support and help navigate resources based on needs) • Parents as Teachers • Partner/collaborate with local/ state/community organizations. • Provide administrators and service providers with PD on allowable use of MEP funds. • Provide meaningful/purposeful OSY bags and materials. • Provide PD to LEAs about how to maximize federal program resources and investments to meet the basic needs of migratory children and youth. • Provide support through social worker positions. • Use the “I do, we do, you do” model and the “Goldilocks” approach. 	<ul style="list-style-type: none"> - Childcare - Community organizations - CIGs - Devices - Facilitators - Incentives - Key stakeholders - Liaisons - Materials and supplies - MEP staff - Recruiters - Resources list - Service providers/liaisons - Snacks - Social Media - Social workers - Talking points - Translation/interpretation - Transportation - Venues - Website

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4-2: Coordinate/ provide targeted professional development to staff that serve migratory children, youth, and families.	<ul style="list-style-type: none"> • Host a statewide MEP conference. • Provide MEP staff training on non-instructional support services. • Provide MEP staff training to build their skills to support the educational and support services needs of migratory students. • Provide MEP staff with definitions for, and examples of, non-instructional support services. • Provide opportunities for staff to network and share best practices. • Provide PD on allowable use of MEP funds. • Provide PD on appropriate enrollment/placement of students. • Provide PD on appropriate record keeping and recording of services provided. • Provide PD on data collection and reporting. • Provide regional PD opportunities. • Provide school staff with trauma sensitive PD to help them handle secondary trauma and empathy-based training. • Provide statewide awareness of the MEP. 	<ul style="list-style-type: none"> - Childcare - Community organizations - CIGs - Devices - Facilitators - Incentives - Key stakeholders - Liaisons - Materials and supplies - MEP staff - Recruiters - Resources list - Service providers/liaisons - Snacks - Social Media - Social workers - Speakers - Surveys - Talking points - Targeted plans - Trainers - Translation/interpretation - Transportation - Venues - Website
Strategy 4-3: Coordinate/ provide migratory families with strategies to help them support their children.	<ul style="list-style-type: none"> • Communicate/coordinate with other school programs. • Coordinate with housing developments. • Coordinate with large companies to take social action. • Establish childcare partnerships. • Host family events. • Parents as Teachers training programs • Provide school resources that match the home and culture of migratory students and their families. • Provide support for extracurricular events. • Solicit legislative advocacy. • Use marketing to tell positive stories about migratory children and their families. 	<ul style="list-style-type: none"> - Childcare - Community organizations - CIGs - Devices - Facilitators - Incentives - Iowa Migrant Movement for Justice - Key stakeholders - Latinx Project - Liaisons - Materials and supplies - MEP staff - Online resources - Policy Advocates - Recruiters - Resources list - Service providers/liaisons - Snacks - Social Media - Social workers - Talking points - Translation/interpretation - Transportation - United Way - Venues - Website

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4-4: Coordinate/provide culturally responsive support and resources to migratory children and youth to build awareness and nurture their social-emotional well-being.	<ul style="list-style-type: none"> • Coordinate support through DHS for cultural awareness. • Coordinate/provide family support for appropriate discipline techniques. • Offer access to family recreational activities. • Offer college access training. • Offer training/webinars that support mental well-being. • Provide access to mental health services. • Provide access to non-traditional educational activities. • Provide access to successful adults who share similar stories. • Provide mentoring/cultural ambassador opportunities. 	<ul style="list-style-type: none"> - Al Éxito mental health research - Childcare - Churches - CIGs - Community colleges - Community organizations - Counselors - Curriculum - Devices - Facilitators - Incentives - ISU Extension - Key stakeholders - Materials and supplies - MEP staff - Multilingual resources - Recruiters - Registered providers - Resources list - Service providers/liaisons - Snacks - Social-emotional assessment - Social Media - Social workers - Talking points - Translation/interpretation - Transportation - Venues - Website

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Iowa MEP. The Logic Model provides the foundation for assessing the effectiveness and progress of the Iowa MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Iowa MEP. The evaluation of the Iowa MEP has as its structure this Logic Model.

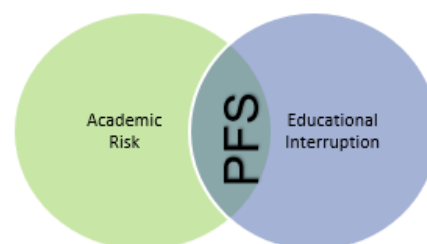
Iowa Migratory Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -MEP allocation -MEP staff (Department, 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]) Information: -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) Materials: -Technology -Evidence-based curriculum -College awareness and High School Equivalency (HSE)/High School Equivalency Diploma (HSED) materials -Family engagement materials -Professional development materials	Student services: -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) Family services: -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Council (statewide and local) Staff training: -MEP staff professional development Programming -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment	Student outputs: -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 Family outputs: -Participation in family engagement and literacy activities Staff outputs: -Participation in staff training -Use of evidence-based curriculum and instructional strategies Programmatic outputs: -Migratory children identified and recruited -Continuous Improvement Cycle implemented -LOAs monitored and received technical assistance and support	Student outcomes: -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 -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 Family outcomes: -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy Staff outcomes: -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students Programmatic outputs: -Improved ID&R -Evaluation results used to inform programming and services	Student outcomes: -Interim State performance targets met -Increased percentage of students completing Algebra I or a higher-level math course by the 11 th 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 number of students/OSY that are on-track for graduation Family outcomes: -Increased parent skills for supporting their children's education Staff outcomes: -Increased MEP staff skills for supporting migratory students Programmatic outcomes: -MEP services found effective through the evaluation sustained	Student outcomes: -Increased percentage of migratory students scoring proficient or above on State 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 21 st Century skills to be successful in post-secondary education and careers Family outcomes: -Advocacy and self-efficiency in the educational environment Staff outcomes: -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified as Priority for Services

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

In accordance with the ESEA—Section 1304(d), PFS is given to migratory children who **(1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school**, (applies to USA schools only).



Failure to meet State standards is determined by the results of Iowa's standardized State assessment results. Standardized assessment results from another state also may be used but must be verified through an online records transfer system such as MSIX.

Every LOA in Iowa is required to enter at-risk information into MIS20000 for all migratory children/youth. This provides information to determine which migratory children/youth should receive services first, provides other districts/states with information should the children/youth move, and assists the Department in determining MEP allocations.

Identification and Recruitment Plan

The 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 Certificate of Eligibility (COE).

Children are eligible to receive MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on a COE. Determining whether a child meets this definition occurs during an interview with the person responsible for the child, or with the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on key eligibility details distinguished by Iowa’s MEP Identification Specialist. This is followed with certification by staff authorized by the State that the eligibility determination is correct.

The Iowa MEP has a statewide goal to implement quality control procedures to ensure the accuracy of eligibility determinations. The Iowa MEP will uniformly implement quality control procedures to ensure that all documentation related to child eligibility contains true and accurate information. The quality control process begins with the completion of a COE and continues through the COE review process. The State MEP Team carries out quality control procedures to be sure that the eligibility determinations are sound and accurate.

The ID&R plan continues to advocate a statewide perspective in the supervision and staff development of all ID&R personnel within the community, the local districts, and among the regional Identification Specialists. The plan includes a statewide MEP Coordinator and seven regional Identification Specialists who are responsible for the recruitment efforts in the regions they represent.

This statewide recruiting system: a) provides year-round recruitment; b) provides ID&R coverage on a statewide basis with a focus on all aspects of the migratory population and the support services required by the unique demands of migratory lifestyles; and c) blends local and statewide perspectives into a substantial and resourceful system of support. Not only does the ID&R Plan fulfill federal regulations, it also ensures all qualifying migratory children are identified and recruited in Iowa.

Certificate of Eligibility Approval Process - ID&R of eligible migratory children is essential to the MEP. Without effective ID&R, many migratory students will not fully benefit from school and in some cases, would not attend school at all. This is particularly true for the most mobile migratory children who may be more difficult to identify than those who have settled in a community. Children cannot receive MEP services without a COE.

As part of the statewide ID&R process, the SEA is responsible for implementing quality control procedures designed to ensure the reasonable accuracy of eligibility determinations and written documentation. Iowa uses the national COE created by the U.S. Department of Education as the official record to document eligibility determinations for each individual child. Identification Specialists submit COEs to the statewide MEP Data Specialist for review, make corrections if necessary, and receive approval from the statewide MEP Coordinator.

Regulatory Requirements for ID&R Quality Controls

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

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

Parent and Family Engagement Plan

Structures to Support Migratory Parents

Title I supports parent and family engagement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migratory parents and family members. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migratory parents can play a pivotal role in planning the educational programs in which their children participate.

Involving migratory parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migratory parents also are more likely to become advocates and supporters of the program because they have a personal stake in its success.

The Iowa MEP offers general and specific information for parents to learn about the program, to understand the ID&R process, and to determine whether their family qualifies for the program. Further, the Iowa MEP offers ideas for parents to help their children experience success in school. Each LOA sponsors ongoing parent and family engagement activities.

The statewide PAC serves in an advisory capacity to MEP staff and the statewide MEP Coordinator. This advice assists Department staff in making decisions to improve the program. Statewide PAC meetings provide information as well as parent engagement activities each year.

The MEP also works with LOAs to support their local PACs which are required by the Department to be implemented as part of the application process. Each PAC must meet on a regular basis. LOAs may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. LOAs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Iowa 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 requirement, Iowa utilizes the Migrant Information System 2000 (MIS2000). The system is a web-based application that captures, and stores Iowa's MEP migratory student records designed to help and assist with educational continuity for migratory children/youth. Every LOA in Iowa 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 (MDEs) for daily transfer to the national MSIX system as mentioned in Section 1308 (b)(1).

MIS2000 provides a user-friendly, statewide, web-based application that allows accessibility to authorized users with a valid username and password. The MIS2000 application provides real-time student-level data.

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records among states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the U.S. Secretary of Education (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, the *Migrant Student Information Exchange* (**MSIX**) is the technology that enables 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 state-based migratory student information systems to manage their MEP data, fulfilling its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

The Iowa MEP and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have 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.

Iowa is operational in MSIX with MIS2000 interfacing successfully to allow the State to complete reports based on inter/intrastate student records. Iowa is able to provide student data as required for the CSPR and to meet other federal/State data requirements. Systems are in place

to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to MEP staff on all of these systems.

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

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

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

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

LOA leadership, Identification Specialists, community liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child’s MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, MEP staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, MEP staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation and Accountability for LOAs

Communication with LOAs about the SDP

Full implementation of the SDP will begin in the fall of 2024 to follow the work that has been done to align Iowa MEP systems (e.g., the Iowa MEP application, sub-allocation process, the evaluation systems) to the new SDP. LOA leadership will be trained on the new SDP, and each will have the responsibility of communicating the SDP with local MEP and school/district staff, as well as parents and migratory students. Ongoing local coordination meetings with MEP staff, state/local PAC meetings, and regional meetings and training provide opportunities for communication. Further, the Iowa MEP offers professional development for Identification Specialists and instructional staff where training on the SDP will occur. The SDP Committee recommended the following means for rolling-out the SDP to MEP staff, parents, and stakeholders.

- Early communication so districts can plan
- Department meetings to coordinate efforts
- One-on-one communications with parents
- Newsletters
- Meetings/sessions at local, regional and state conferences
- Social media

To build on these efforts, the Iowa MEP will provide ongoing training and technical assistance to LOA leadership and MEP staff on ways to implement the strategies in the SDP, building on the ideas of the SDP Committee included in the Project Plan in this SDP.

Professional Development and Technical Assistance

The Iowa MEP provides extensive professional development to prepare LOA leadership and MEP staff with strategies and skills to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and regional training sessions are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on ELA and mathematics, early learning/school readiness, high school graduation, completion of a high school equivalency diploma, services to OSY, and college and career readiness.

Professional development is part of this SDP and an expectation for LOAs. State objectives supporting the professional development of Iowa MEP staff include:

- Collaboration with IHEs 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 service providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- A professional development framework to support sustained, ongoing, instructional improvement.

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

- State/regional training on ID&R, MEP services, and data collection and reporting;
- Regional and State MEP meetings;
- CNA and SDP Committee meetings;
- CIG meetings and training;
- ID&R meetings for Identification Specialists and LOA leadership;
- Statewide and local MEP PAC meetings; and
- The Annual MEP Directors' Meeting and New Directors' Orientation with the U.S. Department of Education.

The Iowa MEP ensures that MEP staff and school personnel who 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 staff contacts, and articles/relevant research 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 and evidence-based 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](#) is an MEP CIG to build capacity in states to serve secondary-aged migratory students and OSY.
- 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.
- The Identification and Recruitment Consortium ([IDRC](#)) is a CIG designed to assist states in conducting effective ID&R.
- The Inspire and Innovate: the Migrant Parent Action Coalition ([IMPACT](#)) 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. Iowa 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 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.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of

undergraduate studies at an IHE. 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 Iowa shares among LOAs follow.

- The Department website provides an “Educator Quality” section which contains links with resources and tools to inform and support the efforts of all educational stakeholders. (<https://educate.iowa.gov/pk-12/educator-quality>)
- The Department website provides a “Student Assessment (PK-12)” section which provides stakeholders with tools, resources, and data to assist with school improvement and support. For more information, see: <https://educate.iowa.gov/pk-12/student-assessment-pk-12>

Professional learning opportunities for local and statewide MEP staff strive to further staff knowledge, encourage application of learning, and support staff professional growth with a focus on migratory student learning and achievement of standards. The Iowa MEP attends national meetings, training, and offer professional development within Iowa such as meetings for LOA leadership and annual statewide and regional training and meetings for Identification Specialists; local and regional data collection training opportunities; regional parent involvement activities; and National MEP conferences, ID&R meetings, and MEP CIG meetings and workgroups.

Technical assistance is available through State-initiated follow-up as a result of compliance monitoring, contact initiated in response to needs identified by LOAs, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP). Iowa sponsors activities to encourage collaboration and sharing among regional and local entities serving migratory populations. Some examples follow:

- Iowa MEP meetings
- Iowa SEA website
- ID&R meetings for Identification Specialists and LOA leadership
- Statewide and regional MEP PAC meetings/webinars
- State-sponsored meetings around a specific theme or innovation
- Technical assistance and program compliance monitoring visits from Department staff
- Regular ID&R training and data training on MIS2000 and MSIX

Collaboration and resource sharing around the Iowa MEP SDP continues to be a priority. Full implementation of the updated SDP will begin in the fall of 2024 to incorporate the work that was done by the SDP Committee during 2023-24 to align the updated SDP with other State systems as well as the State MEP application, sub-allocation process, MEP monitoring, and the evaluation systems and tools.

Sub-granting Process

The Iowa MEP sub-granting process is managed by the Department with sub-grants provided to LOAs. Each year, all LOAs submit applications to the Department for plan approval and funding. The monitoring process is initiated with a desk review of the annual consolidated applications for funding, including the review of programmatic and fiscal information.

State Monitoring Process and Timelines

In addition to monitoring for compliance with federal and State requirements, LOAs are accountable for achieving the MPOs and must implement the strategies identified in this SDP, unless they can provide data from a needs assessment to show that migratory students in their community do not have a need for a particular strategy. The local sub-granting process and the elements of the consolidated application in particular are ways to ensure accountability for local implementation of the SDP. State monitoring of LOAs should be viewed as a part of a continuum of technical assistance.

During monitoring, LOAs address questions about general issues, ID&R, needs assessment, PFS, and continuity of instruction. The State monitors the programs of participating districts each year. The goals of the LOA onsite monitoring visits 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 LOA onsite monitoring visit includes preparation prior to the onsite monitoring visit, data verification during the onsite monitoring visit, and follow-up.

Prior to the onsite visit, the State MEP staff review all data and documentation on file regarding the LOA. Any issues or questions that arise are discussed with the LOA prior to the onsite visit. During the visit, the State MEP staff verify documentation provided by the LOA to support compliance with the federal rules and regulations. After the visit, a monitoring tool is completed that serves as official notification of any findings and/or recommendations identified through the monitoring process.

Follow-up by the State 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, virtually, or via conference calls. Technical assistance requested is provided to ensure compliance with the MEP rules and regulations.

Looking Forward

The Iowa MEP began the process of a CNA in 2022 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process implemented by the Iowa MEP involved many MEP educators, administrators, and staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The Department will prepare for full implementation of the new SDP during the 2024-25 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in this SDP.
- Develop new evaluation tools as necessary to be able to measure the degree to which the MPOs have been achieved.
- Conduct a full evaluation of the 2024-25 implementation of the new SDP in 2025-26.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the strategies in the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, ways to implement the strategies, and resources.
- Design and deliver an SDP roll-out to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Iowa MEP monitoring tool to include accountability for progress made toward meeting the MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP 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 found in the MEP CNA Toolkit, the Iowa MEP will revisit its CNA every two to three years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the MEP Continuous Improvement Cycle.