

Ohio Migrant Education Program Service Delivery Plan 2019



PRODUCED BY C H SMITH & ASSOCIATES, LLC



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Executive Summary

The 2019 Ohio Migrant Education Program Service Delivery Plan outlines the approach for addressing the unique educational needs of Ohio's migratory children as identified in the October 2018 Ohio Migrant Education Program Comprehensive Needs Assessment. Based on the concerns and needs statements of the comprehensive needs assessment, the following strategies will be deployed:

- Strategy 1-2.1: Provide migrant students with effective supplemental instructional services to increase achievement in reading language arts and math.
- Strategy 1-2.2: Facilitate data collection and communication among instructors and schools to enhance academic continuity.
- Strategy 3.1: Provide language acquisitions supports for academic reading and writing.
- Strategy 4.1: Connect migrant students to the resources to meet their physical and mental health needs.
- Strategy 5.1: Have high school students participate in robust options to accrue and recover credit and increase academic competencies.
- Strategy 5.2: Provide intense services for high school students to meet or exceed high school learning standards, including Algebra 1.
- Strategy 5.3: Offer academic guidance and advising support to high school students to increase engagement in instructional services, graduation and transition to postsecondary opportunities.
- Strategy 6.1: Grow out-of-school youth's educational competencies through career-tech strategies and educational supports based on the youths' interests.
- Strategy 7.1: Provide high-quality instructional support services for early learning.

Each of these strategies has a set of required, strongly encouraged, or optional activities that will be executed collaboratively by the Ohio Department of Education, the Ohio Migrant Education Center and five local education agency subgrantees — Marlington Local School District, Old Fort Local School District, Putnam Educational Service Center, Tecumseh Local School District and Willard City School District. These activities typically will be delivered through structured summer sessions, in-home engagement through the Improving Migrant Academic Gains Educationally (IMAGE) program, or via supplemental programming during part of the school year. This service delivery plan contains a project plan to organize the tasks and timelines for deploying the strategies. It also includes key complementary components to the direct services to children including the plans for Identification & Recruitment; the Priority for Service process; parent involvement; exchange of student records; and monitoring and accountability.

The Ohio Migrant Education Program will have robust evaluation as part of the continuous improvement cycle, and the related evaluation plan is incorporated in the service delivery plan. A major component of the evaluation approach will be to track progress toward the desired results for the performance period, specifically known as the measurable program outcomes listed below.

- Measurable Program Outcome 1-2.1: The percent of students who receive MEP instruction and score proficient or better on Ohio's State Test for English Language Arts or Ohio's State Tests for Mathematics will increase three percentage points to 33 percent and 36 percent respectively by the end of Performance Period (PP) 2020.
- Measurable Program Outcome 1-2.2: By the end of PP20, 80 percent of students receiving MEP reading language arts or math instruction for at least 20 sessions in the building program or 10 contact

hours of IMAGE will show expected or above expected improvement according to assessments related to the intervention.

- Measurable Program Outcome 3.1: Within PP20, migrant English learners students who have received at least 20 days of MEP services for language acquisition perform better than students who have not yet had 20 days of service on English language assessments.
- Measurable Program Outcome 4.1: At least 80 percent of migrant students attending the summer MEP on the day of their scheduled health fairs will receive health screenings and are directed to support services to address their needs.
- Measurable Program Outcome 5.1: At least 80 percent of MEP high school students identified as being off track for credits are receiving MEP services to recover credits by the end of PP20.
- Measurable Program Outcome 5.2: The percentage of MEP students entering 11th grade with a full credit of Algebra I should increase by 5 percentage points by the end of PP20.
- Measurable Program Outcome 5.3: Eighty percent of MEP school participants in grades 10-12 will receive guidance services or exploration activities related to postsecondary opportunities by the end of PP20.
- Measurable Program Outcome 6.1: At Least 80 percent of out-of-school youth participating in the summer MEP should have instructional support services offered to them related to their academic needs or career interests by the end of PP20.
- Measurable Program Outcome 7.1: The percentage of migrant children ages 3 to 5 participating in the summer MEP will increase by five percentage points by the end of PP20.

The service delivery plan is the guiding force for the Ohio MEP. Starting in summer 2020, this version of the service delivery plan will be referenced in decision-making and program approvals.

Introduction

LEGISLATIVE MANDATE

As directed in Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended in 2015 with the Every Student Succeeds Act (ESSA), states must identify and address the unique educational needs of migratory children, including preschool migratory children and youth who dropped out of school. The October 2018 Ohio Migrant Education Program Comprehensive Needs Assessment identifies the unique educational needs of Ohio's migratory children, and this 2019 Ohio Migrant Education Program Service Delivery Plan outlines the approach for addressing those needs.

In accordance with Section 1306 of Title I, Part C, Ohio's service delivery plan:

- Integrates with other federal programs as appropriate;
- Gives migratory children an opportunity to meet the same challenging Ohio academic standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Includes the full range of services that are available for migratory children from local, state and federal educational programs;
- Is the product of joint planning among such local, state and federal programs, including programs under Part A, early childhood programs, and language instruction educational programs under Part A or Part B of Title III; and

- Provides for the integration of services available under this part, with services provided by such other programs.

The service delivery plan is anchored in the requirements of 34 Code of Federal Regulations 200.83. It contains performance targets, needs assessment, measurable program outcomes, service delivery strategies and an evaluation plan. The service delivery plan incorporates the perspective of parents of migrant children and sets expectations for the compliance of local educational agencies (LEAs) to the service delivery plan.

DESCRIPTION OF OHIO'S MIGRANT EDUCATION PROGRAM

Sixty-two Ohio local education agencies have industries with migratory work; see Table 1. The most prevalent migratory industry among districts is farming fruits and vegetables.

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Table 1: Ohio migratory work and LEA Locations

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Amherst Exempted Village Schools	X										
Anthony Wayne Local Schools											X
Benton Carroll Salem Local Schools				X							
Bowling Green City Schools	X										
Celina City Schools								X			
Clyde Green Springs Exempted Village Schools	X										
Cory Rawson Local Schools	X										
Dayton City Schools					X						
Delphos City Schools	X										
Dover City Schools						X		X		X	
Eastwood Local Schools	X			X							
Edison Local Schools	X	X									
Elmwood Local Schools	X				X	X					
Evergreen Local Schools	X										
Fairborn City Schools		X									
Firelands Local School	X										
Fremont City Schools	X			X							
Genoa Area Local Schools	X										
Gibsonburg Exempted Village Schools	X										
Holgate Local Schools	X					X					
Huber Heights City Schools	X										
Lake Local Schools Stark Co	X										

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Lakota Local Schools	X										
Leipsic Local Schools	X					X					
Liberty Center Local Schools	X										
Lima City Schools	X						X				
Lorain City Schools		X									
Margaretta Local Schools	X										
Marlington Local Schools	X										
Miami East Local Schools	X				X						
Mississinawa Valley Local Schools	X										
Napoleon City Schools	X										
Northmont City Schools		X									
Northridge Local Schools	X										
Norwalk City Schools		X									
Old Fort Local Schools	X										
Ottawa Glandorf Local Schools	X			X							
Painesville City Schools		X									
Pandora Gilboa Local Schools	X										
Patrick Henry Local Schools	X			X							
Perrysburg Exempted Village Schools	X										
Pettisville Local School District											X
Pike Delta York Local Schools	X			X							X
Plymouth-Shiloh Local Schools	X				X						

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Port Clinton City Schools	X										
Sheffield-Sheffield Lake		X									
South Central Local Schools	X										
Springfield City Schools	X	X			X						
Springfield Local Schools (Lucas Co.)	X										
St. Henry Cons Local Schools					X						
Swanton Local Schools	X	X									X
Tecumseh Local Schools		X	X		X				X	X	
Tipp City Exempted Village Schools				X	X						
Upper Scioto Valley Local Schools						X					
Urbana City Schools	X				X						
Wapakoneta City Schools											X
Washington Local Schools	X										
Wauseon Exempted Village Schools	X										
West Clermont Local Schools	X										
Westerville City Schools											
Willard City Schools	X				X						
Woodmore Local Schools	X	X									

Source: Ohio Migrant Education Center

In Ohio, most migrant students and families arrive in June and July and often remain in the state as late as October, depending on the crop season and nature of work in the region. In some communities, like those with students attending Tecumseh Local Schools, families may arrive as early as January for work in nurseries and sod farms.

The greatest densities of migrant students are in the rural communities of Northwest Ohio, with other concentrated pockets of migrant students located in Northeastern and Central Ohio. Five LEAs (See Figure 1)

currently provide direct educational services to students and have designated territories to cover migrant students in the other LEAs across Ohio:

- Marlinton Local (IRN: 049882)
- Old Fort Local (IRN: 049726)
- Putnam County Educational Service Center (IRN: 049304)
- Tecumseh Local (IRN: 046243)
- Willard City (IRN: 045096)

Figure 1. Location of Migrant Education Program LEAs



The primary services delivered to students by the LEAs include:

- **Onsite Summer Programming:** Each LEA designs structured summer programming based on the needs of migratory students in their service area. Familiar examples of summer MEP services in Ohio include:
 - Early learning strategies for students 3-5 years old;
 - Academic instruction in English language arts and math, for students in grades K-12;
 - Blended learning course credit recovery opportunities for students in grades 7-12;
 - Mentoring and tutoring sessions from peers or volunteers;
 - Field and career-technical educational experiences;
 - Family nights with educational and informational components;
 - College visits and college preparatory activities;
 - Health fair coordination and follow-up services; and
 - Connections to appropriate community resources and social services.

- **Improving Migrant Academic Gains Educationally (IMAGE):** This initiative reaches migratory students who may be unable to attend the summer onsite MEP location due to distance or job responsibilities. IMAGE teachers coordinate the delivery of academic services in-home to work with each student for a minimum of 10 contact hours.
- **Supplemental Fall Programming:** Supplemental education services are provided to migrant students during the traditional school year, typically with the help of migrant-funded paraprofessionals. Students who remain in the area for the start of the new school year have access to academic resources to supplement and not supplant all applicable Title I, Title III, and IDEA-B funding streams. Most supplemental programming occurs in the Fall, but LEAs are offering more services during the end of the traditional school year based on early arrival patterns.

The Ohio Migrant Education Center (OMEC), operated by the Northwest Ohio Educational Service Center (NwOESC), supports the work of the LEAs. The Ohio Migrant Education Center coordinates the identification and recruitment of migrant students; recommends some curricula; monitors implementation; collects and interprets the data; manages transfer of records; provides technical assistance and professional development; coordinates the Texas STAAR state assessment, and networks with complementary resources and organizations to serve the needs of migrant children and families.

DESCRIPTION OF THE PLANNING PROCESS

The service delivery planning process began in September 2018. The process engaged the Ohio Migrant Education Center, the LEAs and other stakeholders. The service delivery planning team (see Table 2), reviewed the proposed solutions from the comprehensive needs assessment and provided input on how the needs may be addressed in specific strategies for the service delivery plan. In addition, the attendees offered guidance on measuring the outcomes of the strategies to inform the measurable program outcomes.

Table 2: Service Delivery Planning Team

Name	Organization	Role
Gloria Altamirano*	Ohio Migrant Education Center	State Transfer Record Coordinator
Steve Anway	Old Fort Local School District	Superintendent
Laura Bucio	Tecumseh Local School District	ELL Teacher
Ray Draghi	Ohio Department of Education	Office of Improvement and Innovation
DeAnna Gehret	Tecumseh Local School District	Grant Coordinator
Michael Groholy	Marlington Local School District	Summer MEP Director
Malena Gutierrez*	Ohio Migrant Education Center	State Identification and Recruitment Coordinator
Rasha Hetata*	Ohio Department of Education Staff	State MEP Director; Office of Federal Programs
Joe Knoll	Marlington Local School District	Superintendent
Josefina Martinez	Ohio Migrant Education Center	Recruiter
Jan Osborn	Putnam County ESC	Summer MEP Director & ESC Superintendent
Mark Papenhausen*	META Solutions	Database Developer
Lonny Rivera	North Point ESC	Director of Innovation

Name	Organization	Role
Jeff Ritz	Willard City School District	Superintendent
Erica Salinas	Putnam County	Parent
José Salinas*	Ohio Migrant Education Center	Director
Jenni Smith	Willard City School District	Curriculum Coordinator
Kevin Sykes	Tecumseh Local School District	Title I Aide
Bonnie Weaver	Old Fort Local School District	Summer MEP Director
Susan Wile	Tecumseh Local School District	Summer MEP Director

*Serves on the executive committee also.

With assistance from consultants C H Smith & Associates, an executive committee consisting of the state director and Ohio Migrant Education Center staff, including the executive director, the state transfer record coordinator, the identification and recruitment coordinator, and database developer, created sections of the service delivery plan. In the process, the executive committee continued to reference the feedback from the original planning session, information from the comprehensive needs assessment and data from previous program evaluations.

A mid-point draft of the service delivery plan with core sections on strategies, measurable program outcomes, the project plan and the evaluation plan were circulated to the service delivery plan planning committee for feedback in March 2019. Participants were encouraged to send feedback to be incorporated into a final draft for discussion on May 15, 2019. The final service delivery plan was approved by the planning committee during this meeting. A summary of the planning sessions is in Table 3.

Table 3: Service Delivery Plan planning sessions, 2018-2019

Dates	Format	Purpose and Tasks	Meeting Results
Sept. 25, 2018	In-person with full committee	Explain service delivery plan components. Review proposed solutions from comprehensive needs assessment for potential strategies. Discuss metrics and desired outcomes.	Draft strategies for upcoming service period. Guidance for selection of measurable program outcomes.
Jan. 10, 2019	Conference call with executive committee	Review draft of general framework alignment and measurable program outcomes.	Revisions for general framework alignment and strategies.
Feb. 14, 2019	Conference call with executive committee	Review draft of project plan, evaluation plan and parent involvement plan.	Revision draft of project plan, evaluation plan and parent involvement plan.
March 19, 2019	Conference call with executive committee	Review second draft of core content to share electronically with service delivery plan.	Comments to create a version of existing sections for review by service delivery plan committee.

Dates	Format	Purpose and Tasks	Meeting Results
April 2, 2019	Distribution to full committee	The strategies alignment chart and project plan sections were sent to the service delivery plan committee for review.	
April 26, 2019	Conference call with executive committee	Review complete draft of service delivery plan and review feedback received electronically from full-service delivery plan members.	Updates and corrections on the draft.
May 6, 2019	Distribution to service delivery plan committees, MEP directors, and superintendent	Full-service delivery plan sent for review by members.	Comments or questions were accepted.
May 15, 2019	In-person with full committee	Review service delivery plan from committee and seek approval.	Service delivery plan was vetted and finalized. Identify ways to communicate service delivery plan to the field.

BUILDING ON THE COMPREHENSIVE NEEDS ASSESSMENT

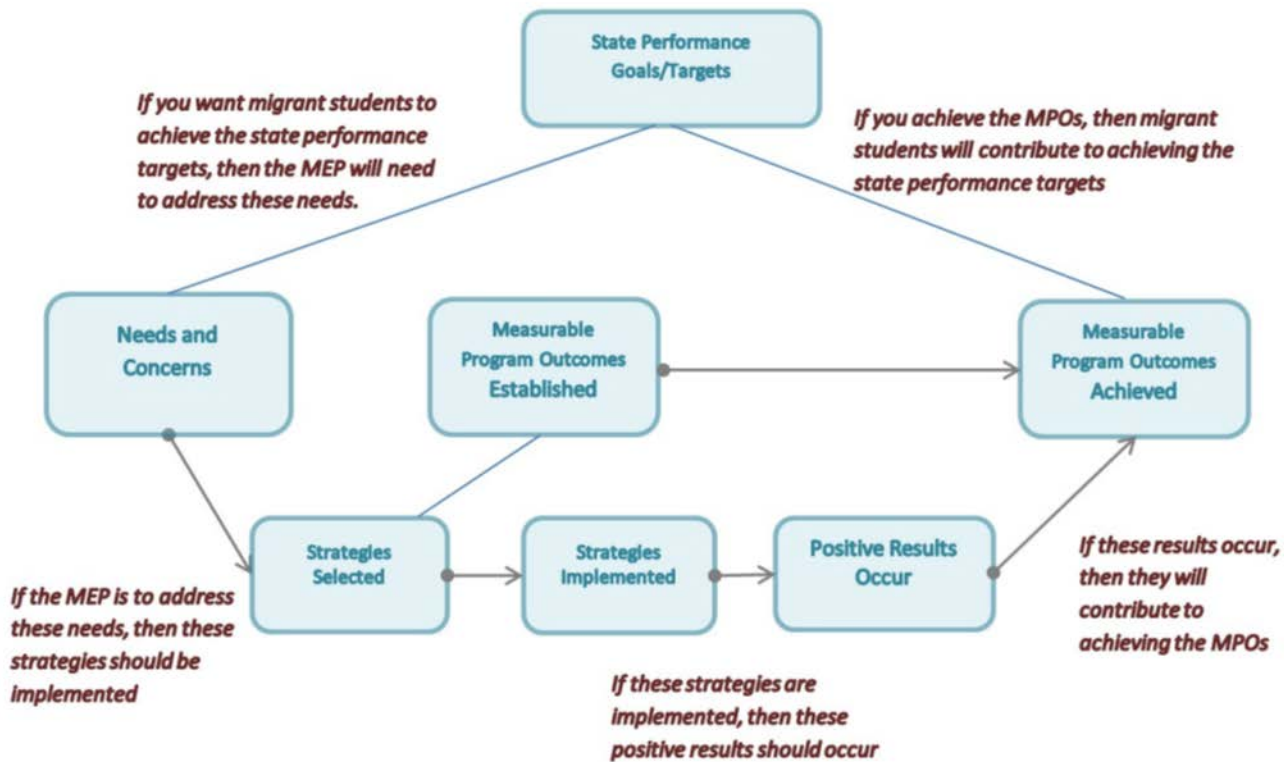
Twelve of the service delivery plan committee members also were part of the comprehensive needs assessment committee. The needs assessment committee reflected on the current profile of students, past MEP performance, the U.S. Department of Education Office of Migrant Education's seven Areas of Concern, and the current context of operations.

Initial need indicators were identified, and data were gathered against the indicators during the needs assessment. This included academic performance data, health screening counts, parent survey results and other data points. The data from the needs indicators were matched with quantitative and qualitative data from past evaluations to create a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to help the needs assessment committee make decisions. Informed by a variety of resources, the needs assessment committee proposed solutions to consider for the service delivery plan. Those solutions have been shaped into strategies and activities in the service delivery plan. Measurable program outcome metrics for both implementation outcomes and student performance outcomes were proposed in the needs assessment and have been further refined to the current measurable program outcomes in this document.

General Framework — Plan Alignment

The Ohio Migrant Education Program is deliberate in aligning the components of the Office of Migrant Education’s continuous improvement cycle to each other and to the state’s performance targets. The state performance targets are the foundation of the work. The planning process for the service delivery plan has been guided by the Office of Migrant Education’s Service Delivery Plan Logic Model.

Figure 2: Migrant Education Program Service Delivery Plan Toolkit Logic Model (Office of Migrant Education, 2012)¹



As illustrated, the service delivery planning started with a shared understanding of the performance targets and what we want migrant students to achieve. The process then delved into the needs and concerns identified in the comprehensive needs assessment. From the stated needs and concerns, strategies were selected, and we outlined the implementation plan and the measurable program outcomes for the chosen strategies. An evaluation plan was included in the service delivery plan to see if positive results occur and if the measurable program outcomes are achieved. We then expect to link the evaluation findings to progress on state performance targets at the end of the continuous improvement cycle.

PROGRAM GOALS AND PERFORMANCE TARGETS

The federal migrant program asks states to root programs in the ESSA performance targets either specifically designated for migrant students or for all students. Ohio does not have separate ESSA performance targets for migrant students. The Ohio ESSA performance targets² for all students by academic year 2025-2026 are:

- Eighty percent of all students will be at least proficient in English language arts achievement.

¹ Migrant Education Service Delivery Plan Toolkit: A tool for State Migrant Directors. U.S. Department of Education Office of Migrant Education. 2012. https://results-assets.s3.amazonaws.com/tools/sdp_toolkit/sdp-toolkit.pdf

² Appendix A to Ohio’s Consolidated State Plan, <http://education.ohio.gov/getattachment/Topics/Every-Student-Succeeds-Act-ESSA/ESSA-Appendix-A.pdf.aspx>

- Eighty percent of all students will be at least proficient in mathematics achievement.
- Seventy-five percent of all English learners will make annual progress³ toward English language proficiency.
- The four-year cohort high school graduation rate will be 93 percent for all students.
- The percentage of Ohio high school graduates meeting prepared for success standards is 93 percent.

To complement these targets, members of the needs assessment committee recommended that the MEP also reference the performance targets for economically disadvantaged students, as 100 percent of MEP students were in the category of economically disadvantaged. See Table 4 for the targets for all and economically disadvantaged students.

Table 4. 2025-2026 ESSA Goals of Selected Academic Domains for all Ohio Students and Economically Disadvantaged Students

2025-2026 Goals	All	Economic Disadvantaged
English Language Arts Proficient or Better	80.0%	69.7%
Math Proficient or Better	80.0%	71.2%
4-Year Graduation Rate	93.0%	85.7%
5-Year Graduation Rate	95.0%	87.1%
Prepared for Success*	93.0%	57.0%
English Language Proficient	--	--
Chronic Absenteeism*	5.0%	11.9%

NEEDS ASSESSMENT

Considering where the performance targets are and understanding the experiences of Ohio’s migrant students, the needs assessment committee stated the following concern statements, which have been incorporated into the service delivery plan goal areas. See Table 2.

Table 5: 2018 Concern statements and related Service Delivery Plan goal areas

2018 Concern Statement	Service Delivery Plan Goal Areas
1. We are concerned that migrant students lack continuity in their educational experience and do not receive sufficient instruction to achieve proficiency in reading/language arts due to their high mobility.	Goal Area 1 (combined with Goal Area 2 in the SDP)
2. We are concerned that migrant students lack continuity in their educational experience and do not receive sufficient instruction to achieve proficiency in mathematics due to their high mobility.	Goal Area 2 (combined with Goal Area 1 in the SDP)

³ Annual progress for English language learning is determined by the number of English learners who meet or exceed their annual improvement target. The annual improvement target is assigned to each student individually by using the student’s grade level when identified as an English learner and the summed score on the student’s initial OELPA assessment. For more information, reference the ELP Improvement Measure Technical Documentation, July 12, 2018. http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Gap-Closing-Component/ELP-Improvement-Measure_Technical-Documentation.PDF.aspx?lang=en-US

2018 Concern Statement	Service Delivery Plan Goal Areas
3. We are concerned that migrant students who are English learners may need additional help and instructional assistance in order to become proficient in English, and critical content areas.	Goal Area 3
4. We are concerned that other needs, such as health and social needs, may be affecting migrant children's participation in school.	Goal Area 4
5. We are concerned that migrant high school students are not receiving sufficient instruction to accrue and recover credit for high school graduation and are not accessing robust services to prepare them for postsecondary success.	Goal Area 5
6. We are concerned that migrant out-of-school youth are not accessing educational and vocational services that would aide them in responsible citizenship and productive employment.	Goal Area 6
7. We are concerned that gaps may exist in access to early learning services for migrant children, up to 5 years of age, that may affect their readiness to enter school.	Goal Area 7
8. We are concerned that migrant students do not have stronger educational supports at home, including parents' knowledge of MEP services; parents' comfort in navigating the Ohio education system and its resources; access to learning materials, technology and Internet service; and guidance on balancing education and work priorities for high school students.	Incorporated in all goal areas and in Parent Involvement Plan

The needs assessment also looked at the current and desired outcomes for migrant students. A summary of the key data points related to the goal areas are recaptured in the service delivery plan. The gap between the current and desired state were articulated into need statements to guide the work and focus on the measurable program outcomes.

The concern statements, data summaries and needs statements from the comprehensive needs assessment are listed in the preface for each goal area. See the alignment section starting on page 20.

SERVICE DELIVERY STRATEGIES

The Service Delivery strategies are a product of the needs assessment process and further review in the service delivery planning process. For the service delivery plan, the comprehensive needs assessment's proposed solutions were grouped into strategies and itemized into activities within the strategies. Within each goal area, one to three strategies were adopted. Within each strategy, there were several activities from which to choose. Those activities are designated with a delivery expectation of one of the following: required, strongly encouraged or optional. The delivery expectations offer guidance to Ohio Migrant Education Center and the LEAs on the appropriate levels of consistent service across the state compared to local discretion based on student needs and available resources. Sites should utilize evidenced-based programs and instructional strategies to carry out these activities.

The MEP service delivery plan/comprehensive needs assessment/evaluation alignment charts for each domain detail how each of these elements are nested, starting on page 5. For the service delivery plan, the concern areas for English language arts and math were combined into one strategic area. The needs and recommendations concerning educational supports at home were both embedded in other areas and incorporated into the Parent Involvement Plan.

MEASURABLE PROGRAM OUTCOMES

At least one measurable program outcome was developed for each goal area, for a total of nine measurable program outcomes. In accordance with the Service Delivery Plan Toolkit,⁴ the measurable program outcomes define:

- Which migratory students will participate;
- What will happen in the strategy/intervention;
- What is expected to happen because of participation in the MEP; and
- In what time frame it is measured.

Measurable program outcomes were developed by looking at the needs statements and the evaluation questions of the constituent activities for each strategy. Potential measurable program outcomes were formed based on the availability of data, the relevance of the measure for illuminating the performance of the strategy, and the motivating ability of the measure for driving improvements to the MEP through the evaluation process. Measurable program outcomes may be measures of implementation or results outcomes.

Each measurable program outcome has a targeted improvement that is based on one of the following methods:

- Meeting or exceeding the rate of change of the state performance target for economically disadvantaged students. For instance, Ohio has a goal for the percentage of economically disadvantaged students who are proficient in English language arts to increase by roughly three percentage points annually over the next two years. Therefore, measurable program outcomes related to an increase in percent of MEP students proficient in state tests was set at three percentage points.
- Asserting the objective to meet expected development over time while allowing flexibility in the qualified assessment instruments. In these cases, 80 percent of the students in these programs are to meet or exceed expected progress between pre-program and post-program assessments, as established by reliable data regarding the assessment instrument.
- Expecting greater improvement of MEP students receiving a substantial intervention as compared to migrant peers who do not receive the same level of service.
- Setting a robust implementation target, which is at least 80 percent of students in the target population participating in the strategy.
- Anticipating year-over-year increase in a measure that is at least five percentage points higher than the previous year. This is particularly useful for metrics for which long-term targets have not been set.

⁴ <https://results.ed.gov/sdp-toolkit>

Ohio MEP SDP/CNA/Evaluation Alignment Charts

GOAL AREAS #1 AND #2: ENGLISH LANGUAGE ARTS AND MATH

State Performance Targets: The English language arts target proficiency rate for economically disadvantaged students in 2025-2026 is 64 percent, while the English language arts target proficiency rate for all students in the same academic year is 80 percent. The math target proficiency rate for economically disadvantaged students in 2025-2026 is 71 percent, while the math target proficiency rate for all students in the same academic year is 80 percent.

Concern Statement: We are concerned that migrant students lack continuity in their educational experience and do not receive sufficient instruction to achieve proficiency in math reading/language arts due to their high mobility.

Data Summary: Thirty percent of tested MEP students were proficient in English language arts in 2015-2016, compared to a proficiency rate of 55 percent for all tested Ohio students and 39 percent for economically disadvantaged students. Thirty-three percent of tested MEP students were proficient in math in 2015-2016, compared to a proficiency rate of 58 percent for all tested Ohio students and 42 percent for economically disadvantaged students.

Measurable Program Outcome 1-2.a: The percent of students who receive MEP instruction and score proficient or better on the English language arts state test or the math state test will increase three percentage points to 33 percent and 36 percent respectively by the end of PP20.⁵ [Note: This metric only includes students who take the state tests. In 2016-2017, only 13 percent of MEP students were in Ohio to take the state tests.]

Measurable Program Outcome 1-2.b: By the end of PP20, 80 percent of students receiving MEP English language arts or math instruction for at least 20 sessions in the building programs or 10 contact hours of IMAGE will show expected or above expected improvement according to assessments related to the intervention.

Need Statement 1-2.1: The English language arts and math proficiency rates for MEP students need to increase by at least nine percentage points to be on par with economically disadvantaged Ohio students.

Strategy 1-2.1: Provide migrant students with effective instructional services to increase achievement in English language arts and math.

⁵ The annual rate increase of 3 percentage points is commensurate with the ESSA targets for all students.

Table 6. Component activities of strategy 1-2.1 and related evaluation questions

Activities	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
<p>1.1a Provide intensive academic support focused on the individual academic competency needs of students during the summer program, with a special focus on Priority for Service students.</p>	<p>Required</p>	<p>1.1a What is the participation of migrant students in the summer MEP program? -What is the participation of Priority for Service students?</p>	<p>1.1a What is the proficiency rate for students who participate? - What is the measured growth in academic competency for students receiving the intervention? -How do Priority for Service students perform?</p>
<p>1.1b Arrange intervention activities during the fall term with paraprofessional supplemental services, especially for Priority for Service students.</p>	<p>Required</p>	<p>1.1b What supplemental services are being offered during the fall term? - What is the participation rate of migrant students and Priority for Service students in the supplemental services for fall term?</p>	<p>1.1b What is the proficiency rate for students who participate? -</p>
<p>1.1c Facilitate personalized and quality instruction with blended learning curricula (such as iReady) and use of 1:1 devices where available.</p>	<p>Required</p>	<p>1.1c What is the number of iReady modules being completed by students? - What is the number of on-task minutes per student in iReady?</p>	<p>1.1c What is the proficiency rate for students who participate? - What is the measured growth in academic competency for students receiving the intervention?</p>
<p>1.1d Utilize district-adopted curricula, technology, and systems during summer program to support education continuity with the school year programming.</p>	<p>Optional</p>	<p>1.1d What is the access level between summer program curricula, technology, and systems and school year curricula, technology, and systems?</p>	<p>1.1d Do students make more progress in school districts where MEP sites have access to school year curricula, technology and systems than where they do not?</p>
<p>1.1e Offer multimodal learning exercises for students to learn and demonstrate competencies in multiple forms and consider flexible learning environment design (e.g. Universal Design Learning principles).</p>	<p>Optional</p>	<p>1.1e What is the percentage of lesson plans that include multimodal learning exercises during the summer program?</p>	<p>1.1e How do iReady scores for students who participate in this activity compare to students who do not? - What is the measured growth in academic competency for students receiving the intervention?</p>

Activities	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
1.1f Empower students through student-led project-based learning.	Optional	1.1f What percentage of MEP sites are using project-based learning during the summer program?	1.1f What is the measured growth in academic competency for students receiving the intervention?
1.1g Offer field experiences and off-site experiential learning in summer tied to the academic standards and skill areas needed for students.	Strongly encouraged	1.1g What percentage of MEP sites are offering off-site experiential learning tied to academic standards and competencies during the summer program?	1.1g What is the measured growth in academic competency for students receiving the intervention?
1.1h Implement peer or volunteer tutoring strategies, especially for Priority for Service students, that leverage positive relationships in support of academic persistence. This may include peer-assisted learning strategies, high school students working with elementary students, or volunteers from local colleges and the community.	Optional	1.1h What percentage of MEP sites are offering peer or volunteer tutoring strategies during the summer program? -What percentage of students, including Priority for Service students, are receiving the intervention at sites deploying the strategy?	1.1h How do iReady scores for students who participate in this activity compare to students who do not? - What is the measured growth in academic competency for students receiving the intervention?
1.1i Facilitate connection to external resources such as the public library, summer reading programs, book mobiles. Provide access to mobile learning devices; identify community resources to free internet access, including public library and library hot spot checkouts.	Strongly Encouraged	1.1i What percentage of MEP sites are facilitating connection to external reading resources during the summer program?	1.1i How do iReady scores for students who participate in this activity compare to students who do not? - What is the measured growth in academic competency for students receiving the intervention?
1.1j Provide in-home instruction for IMAGE students and connect them with access to computers for instructional work. Include	Required	1.1j What is the percentage of MEP sites offering IMAGE services during the summer program?	1.1j What is the measured growth in the academic competency for students receiving IMAGE? -How many IMAGE high school students needing secondary credit accrual/recovery

Activities	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
Priority for Service students in services.		- How many students are participating in IMAGE services? How many Priority for Service students are participating?	enrolled in the additional options and received credit?
1.1k Guide parents in navigating education system resources to improve academic skills, including access to services for children with special needs and Priority for Service students.	Strongly Encouraged	1.1k What is the number of parents who receive navigation services around education resources?	1.1k What is the number of parents who receive navigation services around education resources?

Strategy 1-2.2: Facilitate data collection and communication among instructors and schools to enhance academic continuity.

Table 7. Component activities of strategy 1-2.2 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
1.2a Reinforce communication and sharing of data about students' academic experiences between summer and regular school year instructors to enhance academic continuity. Communication may be facilitated by staff meetings of instructors at the start of the year; sharing iReady scores and report cards; meetings between summer and regular school year instructors and MSIX data requests throughout the summer and fall terms.	Required	1.2a What percentage of MEP sites are communicating and sharing academic data between summer and regular school year instructors?	1.2a How many students are having their academic data shared between summer and regular school year instructors?

<p>1.2b Continue to update a directory of contact people in most common sending states to facilitate and expedite student record (i.e. grades, IEP) sharing and to align instructional services to students' needs. Consider a routine for communication to partner states.</p>	<p>Required</p>	<p>1.2b Have sites had access to updated contact information for record sharing?</p>	<p>1.2b How many sites have accessed the updated contact information for record sharing?</p>
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GOAL AREA #3: ENGLISH LEARNERS

State Performance Target: The English learner target for English language proficiency in 2025-2026 is 64 percent.

Concern Statement: We are concerned that migrant students who are English learners may need additional help and instructional assistance in order to become fluent in English, ready for school, proficient in critical content areas and graduate from high school.

Data Summary: 17 percent of Ohio English learners have emergent fluency, 68 percent are progressing, 15 percent are proficient in PP17. Comparable English proficiency data for MEP students are not available.

Measurable Program Outcome 3.1: Within PP20, migrant English learners who have received at least 20 days of MEP services for language acquisition perform better than students who have not yet had 20 days of service on English language assessments.

Need Statement 3.1: English language proficiency rates for English learner MEP participants needs to increase, though the size of the gap cannot be calculated.

Strategy 3.1: Provide language acquisitions supports for academic reading and writing.

Table 8. Component activities of strategy 3.1 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
3.1a Focus language acquisition supports on academic reading and writing, particularly on fluency, vocabulary and comprehension. Ensure Priority for Service students who are English learners are served.	Required	3.1a Are language acquisition supports directed toward academic reading and writing?	3.1a How are students progressing on English language acquisition assessments? - What gains are students making on curriculum-based pre- and post-assessments, in the summer program?
3.1b Refine the deployment of assessments of English fluency to appropriately identify student needs and align to other Ohio assessments of fluency, such as the Ohio English Language	Required	3.1b What is the number of MEP sites who have refined English fluency assessments to align to other Ohio assessments while continuing to properly identify students for language acquisition interventions?	3.1b How are students progressing on English language acquisition assessments? - What gains are students making on curriculum-based pre- and post-assessments, in the summer program?

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
Proficiency Assessment (OELPA) if possible.			
3.1c Implement bilingual peer or volunteer tutoring and mentoring strategies that leverage positive relationships in support of academic persistence. This may include peer-assisted learning strategies, high school students working with elementary students, or volunteers from local colleges and the community.	Optional	3.1c How many bilingual volunteers have been engaged?	3.1c How are students progressing on English language acquisition assessments? - What gains are students making on curriculum-based pre- and post-assessments, in the summer program?
3.1.d Deploy English language acquisitions strategies for out-of-school youth.	Strongly Encouraged	3.1d What English language acquisition strategies have been deployed for out-of-school youth?	3.1d What evidence exists that out-of-school youth are benefiting from English language acquisition strategies?
3.1e Provide consistent and continuous professional development for MEP instructors and supplemental school year staff on English language proficiency standards and language acquisition strategies.	Strongly Encouraged	3.1e What is the degree of implementation of professional development strategies? - What is the growth of teachers' perceived ability to support English language acquisition as a result of professional development opportunities?	3.1e How are English learners progressing on English language acquisition assessments?
3.1f Engage more bilingual professionals, including teachers and paraprofessionals, who are fluent in English and the first languages of MEP students and parents.	Optional	3.1f How many bilingual professionals are on staff?	3.1f How are English learners progressing on English language acquisition assessments compared to those students without a bilingual teacher/para who are fluent in their first language?

GOAL AREA #4: HEALTH AND SOCIAL NEEDS

State Performance Target: There are no state performance targets for health and social needs at this time.

Concern Statement: We are concerned that other needs, such as health and social needs, may be affecting the ability of migratory children to effectively participate in school.

Data Summary: Of the 24 parents and children referred for dental treatment, 20 were treated. However, of the students with poor dental health, 87 percent were not recorded as receiving treatment, compared to 25 percent of 5 to 19-year-olds in U.S. low-income families have untreated tooth decay (CDC, 2012). Sixty-eight percent of migrant students referred for vision services received treatment in the same summer.

Measurable Program Outcome 4.1: At least 80 percent of migrant students attending the summer MEP on the day of their scheduled health fairs will receive health screenings and are directed to support services to address their needs.

Need Statement 4.1.1: The percentage of children identified as having untreated, poor health conditions needs to decrease by 62 percentage points.

Need Statement 4.1.2: The number of students receiving needed vision care must be maximized for MEP students.

Need Statement 4.1.3: The percentage of migrant students experiencing health and/or social needs who are directed to support services increases.

Strategy 4.1: Connect migrant students to resources that will meet their physical and mental health needs.

Table 9. Component activities of strategy 4.1 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
<p>4.1a Continue coordination with dental and vision screening and referral services; identify additional external resources, such as community health centers and clinics to pay for and provide necessary treatments for students.</p>	<p>Required</p>	<p>4.1a How many MEP students are receiving health screenings and referrals? - What kinds of external resources have been identified and utilized?</p>	<p>4.1a How many students and their families are receiving quality health services? - What is the prevalence of migrant children with untreated poor health conditions?</p>

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
<p>4.1b Connect MEP participants to mental and physical health resources when needed.</p>	<p>Required</p>	<p>4.1b What kinds of external resources have been identified and utilized?</p>	<p>4.1b How many students and their families are receiving quality health services? - What is the prevalence of migrant children with untreated poor health conditions?</p>
<p>4.1c Work with Ohio district absenteeism teams to provide support to all migrant students during the fall term to maintain good attendance until they have qualifying moves out of Ohio.</p>	<p>Strongly Encouraged</p>	<p>4.1c How many partnerships with district absenteeism teams have MEP staff made?</p>	<p>4.1c What is the absenteeism rate of MEP students in the fall before they move out of the state?</p>
<p>4.1d Inform parents about health and nutritional objectives to help students learn through routine outreach items, such as information bags or kits.</p>	<p>Optional</p>	<p>4.1d How is outreach to families about health and social need support services being carried out?</p>	<p>4.1d What is the prevalence of migrant children with untreated poor health conditions?</p>
<p>4.1e Offer health and social service supports to Out-of-School Youth to encourage participation in the Migrant Education Program.</p>	<p>Optional</p>	<p>4.1.e How many Out-of-School Youth had a health or social service need addressed?</p>	<p>4.1e Did Out-of-School Youth's participation in the Migrant Education Program increase as a result of participating in a health and social service support?</p>

GOAL AREA #5: HIGH SCHOOL STUDENTS

State Performance Target: The state target four-year graduation rate for economically disadvantaged students in 2025-2026 is 85.7 percent.

Concern Statement: We are concerned that migrant high school students are not receiving sufficient instruction to accrue and recover credit for high school graduation and are not accessing robust services to prepare them for postsecondary success.

Data Summary: The graduation rate for migrant students in Ohio cannot be effectively calculated due to an incomplete record. Sixty-six percent of MEP students for whom data were available entered 11th grade with a full credit of Algebra I, compared to 76 percent of all Ohio students.

Measurable Program Outcome 5.1: At least 80 percent of MEP high school students identified as being off track for credits are receiving MEP services to recover credits by the end of PP20.

Measurable Program Outcome 5.2: The percentage of MEP students entering 11th grade with a full credit of Algebra I should increase by 5 percentage points by the end of PP20.

Measurable Program Outcome 5.3: Eighty percent of MEP school participants in grades 10-12 will receive guidance services or exploration activities related to postsecondary opportunities by the end of PP20.

Need Statement 5.1: The graduation rate among MEP 12th graders needs to meet or exceed the 2019-2020 ESSA target for economically disadvantaged students of 77 percent.

Need Statement 5.2: The percentage of MEP students entering 11th grade with a full credit of Algebra I needs to increase by 10 percentage points.

Need Statement 5.3: Participation rates in Ohio MEP instructional services among 10th-12th graders should increase to be comparable to or higher than participation rates of migrant programs in neighboring states.

Strategy 5.1: Have high school students participate in robust options to accrue and recover credit and increase academic competencies.

Table 10. Component activities of strategy 5.1 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
5.1a Provide more parent education and engagement about opportunities to recover credit and allow flexible schedules for students to learn and work.	Required	5.1a What types of informational outreach is being provided to migrant parents across MEP sites?	5.1a How many credits have been recovered by MEP students?
5.1b Offer credit accrual and recovery options that meet Ohio academic standards and can be accepted for credit at the student's high school that will award the diploma. Blended learning, Flex Credit and career-technical programming may be included in options. Program options should be scheduled in a flexible manner to meet student needs and availability.	Required	5.1b What types of credit accrual and recovery options are being offered to migrant students? -What percent of students needing credit accrual and recovery are utilizing the options? - What education delivery options are made available including times of days, places and modes of delivery?	5.1b How many credits have been recovered by MEP students? -What is the efficacy of each credit accrual or recovery option?
5.1c Identify a contact person in each sending state to facilitate and expedite student record (i.e. transcripts, grades, IEP) recovery to provide instruction in necessary high school courses.	Required	5.1c For which states has a contact person been identified?	5.1c Are students making greater gains and accruing more credit because interventions to their specific needs are made available more quickly?

Strategy 5.2: Provide intense services for high school students to meet or exceed high school learning standards, including Algebra 1.

Table 11. Component activities of strategy 5.2 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
5.2a Closely monitor math performance for students in Pre-	Required	5.2a How many students in Pre-Algebra and Algebra I had their performances monitored?	5.2a What is the course passage rate for Pre-Algebra

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
Algebra and Algebra I courses; provide summer instruction and fall term supplemental services for students in these math courses.		- How many of these students received additional instruction in these math courses?	and Algebra I for students in MEP?
5.2b Offer tutoring after school and other convenient times for students during the fall term.	Optional	5.2b How many MEP sites are offering after-school tutoring during the fall term, particularly in math? - What is student attendance for tutoring in the fall term?	5.2b What is the course passage rate for Pre-Algebra and Algebra I for students in MEP?

Strategy 5.3: Offer academic guidance and advising support to high school students to increase engagement in instructional services, graduation and transition to postsecondary opportunities.

Table 12. Component activities of strategy 5.3 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
5.3a Incorporate academic guidance services to review transcripts and course selections to graduate from high school.	Strongly Encouraged	5.3a What is the percentage of MEP sites working with their guidance services to systematically review high school migrant students' transcripts and course selections?	5.3a Are more students accruing credit and graduating on time?
5.3b Create advising support for making postsecondary choices, particularly for college.	Strongly Encouraged	5.3b What is the percentage of MEP sites assisting migrant students with postsecondary choices?	5.3b Are more MEP students graduating meeting a Prepared for Success (from the Ohio School Report Cards) or similar indicator of college and workforce readiness? Have MEP students entered into postsecondary education after graduation or entered directly into jobs as identified in their career plans?

<p>5.3c Consider ninth-grade transition strategies focused on monitoring and improving attendance, GPA and course completion.</p>	<p>Optional</p>	<p>5.3c What ninth-grade transition strategies were implemented by MEP sites?</p>	<p>5.3c What evidence exists for positive impact of implemented transition strategies at MEP sites?</p>
<p>5.3d Support parents in participating in the decision-making process for their children's college and career choices. This may include involvement in business or college visits, information about application processes, etc.</p>	<p>Optional</p>	<p>5.3d How many parents are receiving support for participating in their children's college and career choices?</p>	<p>5.3d How do parents report participating in the decision-making process for their children's college and career choices?</p>

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GOAL AREA #6: OUT-OF-SCHOOL YOUTH

State Performance Target: No state performance target for out-of-school youth exists. As a comparison, however, the percentage of high school graduates meeting Ohio’s “Prepared for Success” standards — which can be met with an industry-recognized credential — is targeted at 57 percent in the year 2015-2016 for economically disadvantaged students.

Concern Statement: We are concerned that migrant out-of-school youth are not accessing educational and vocational services that would aid them in responsible citizenship and productive employment.

Data Summary: Forty-two percent of career-technical planning district students earned industry credentials before leaving high school or within six months of leaving. Comparable data for migrant out-of-school youth are not yet available. Seventy-three percent of students engaged in Ohio ASPIRE who take a high school equivalency exam pass the test, but comparable data for migrant out-of-school youth are not yet available.

Measurable Program Outcome 6.1: At least 80 percent of out-of-school youth participating in the summer MEP should have instructional support services offered to them related to their academic needs or career interests by the end of PP20.

Need Statement 6.1: The percentage of out-of-school youth participating in career-technical training needs to meet or exceed 42 percent.

Need Statement 6.2: The percentage of out-of-school youth receiving high school equivalent services who pass the high school equivalency (e.g. GED, HEP) test needs to meet or exceed 73 percent.

Strategy 6.1: Grow out-of-school youth educational competencies through career-tech strategies and educational supports based on the youths’ interests.

Table 13. Component activities of strategy 6.1 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
<p>6.1a Build partnerships with farm management and businesses to provide instruction and show value to employers, particularly if providing career-technical education skills.</p>	<p>Strongly Encouraged</p>	<p>6.1a What is the percentage of MEP sites that have built partnerships with farm management and businesses to provide instruction to out-of-school youth?</p>	<p>6.1a What are credentialing or competency outcomes for students?</p>

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
<p>6.1b Offer career-technical experiences that tie both to work duties and academic standards. Offer programming at flexible times of the day.</p>	<p>Strongly Encouraged</p>	<p>6.1b How many students are able to take part in career-tech educational experiences? - How does student MEP attendance to career-tech educational experiences compare to other MEP instruction for out-of-school youth?</p>	<p>6.1b What are credentialing or competency outcomes for students?</p>
<p>6.1c Consider connections to apprenticeship programs.</p>	<p>Optional</p>	<p>6.1c How many connections have been made with apprenticeship programs?</p>	<p>6.1c How many students have participated in apprenticeship programs as a result of MEP connections?</p>
<p>6.2b Have out-of-school youth identify their specific education needs on the IMAGE Teacher Log form and provide services based on out-of-school youth preferences, choices and scheduling needs.</p>	<p>Required</p>	<p>6.2b How many out-of-school youths have been offered services for their educational needs and preferences as indicated on the needs assessment section of the IMAGE Teacher Log form?</p>	<p>6.2b Are out-of-school youth gaining skills and competencies through their chosen educational support services?</p>

GOAL AREA #7: SCHOOL READINESS

State Performance Target: There are no state performance targets for school readiness at this time.

Concern Statement: We are concerned that gaps may exist in access to early learning services for migrant children, up to 5 years of age, that may be affecting their readiness to enter school.

Data Summary: Forty-one percent of Ohio kindergartners demonstrate Readiness on the Kindergarten Readiness Assessment. Additionally, the most recent three-year average shows that 41 percent of migrant students P3-P5 identified in Ohio participated in the summer MEP.

Measurable Program Outcome 7.1.: The percentage of migrant children ages 3 to 5 participating in the summer MEP will increase by five percentage points by the end of PP20.

Need Statement 7.1: At least 41 percent of kindergartners who received MEP services prior to grade K need to demonstrate kindergarten readiness.

Strategy 7.1: Provide high-quality instructional support services for early learning.

Table 14. Component activities of strategy 7.1 and related evaluation questions

Activity	Delivery Expectations	Evaluation Question for Program Implementation	Evaluation Question for Program Results
7.1a Create preschool programs at MEP sites where other migrant preschool services, such as the Community Development Institute, are not available for the community.	Strongly Encouraged	7.1a Where the Community Development Institute sites are not available, what is the percentage of MEP sites that have created preschool programs?	7.1a What is the percentage of migrant children ages 3 to 5 enrolled in early learning programs? - What were gains in early learning assessment indicators for migrant students participating in the program?
7.1b Where the Community Development Institute sites are available, explore partnerships to provide consistent educational supports to students to promote kindergarten readiness.	Strongly Encouraged	7.1b What is the percentage of MEP sites that have partnerships with the Community Development Institute sites, where they are available?	7.1b What is the percentage of migrant children ages 3 to 5 enrolled in early learning programs?
7.1.c Conduct in-home visits through IMAGE to educate young students.	Required	7.1c How many families with young children received in-home visits to offer	7.1c What were gains in early learning assessment indicators for

or present early learning options through IMAGE?

migrant students participating in the IMAGE program?

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Project Plan

Having specified what activities support the implementation of strategies that are aimed at meeting the measurable program outcomes in Table 6-Table 14, the Project Plan section presents with greater detail:

- What tasks need to occur if activities are pursued;
- Which tasks are conducted at the state level and which are conducted at the local level;
- Expectations of LEAs, the Ohio Migrant Education Center and the Ohio Department of Education in working together to execute services to migrant students and their families. This may include professional development, technical assistance, oversight and accountability for implementation;
- Key partnerships with other programs and agencies to execute the service delivery plan;
- Timelines for implementation tasks;
- Resources to implement activities (for example, staffing, funding or materials).

The project plans related to each goal area are displayed in separate tables.

Table 18: Project plan to execute strategies related to Goal Areas 1 and 2 for reading language arts and math achievement

Goal Area: Reading Language Arts and Math Achievement			
Strategy 1-2.1: Provide migrant students with effective supplemental instructional services to increase achievement in reading language arts and math.			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Determine if spring supplemental services will be offered at the LEA level on a case-by-case basis	March 1	LEA	Student enrollment list, eligibility information, Priority for Service list, Ohio Department of Education authorization
Execute interventions during spring term on a case-by-case basis	April 1-May 31	LEA	Evidence-based curricula, materials, devices for online learning and MEP site staff
Develop summer session plan, including optional educational activities to complement required implementation activities	May 1	LEA	Evidence-based curricular resources, facilities, instructors, certificates of eligibility
Confirm staff preparedness for summer implementation of curriculum, instruction and assessment	June	LEA and Ohio Migrant Education Center	Professional development, curricular materials
Execute summer session interventions	June 1- Aug. 31	LEA	Data on student academic competencies curricula, Priority for Service list, transcripts, grade cards, IEPs, classroom materials, instructors, facilities, technology for online learning, transportation, etc.

Outline plan for fall supplemental services that complement and do not supplant other federally funded resources	Sept. 1-Oct. 31	LEA	Inventory of existing resources or services at the school/district, Evidence-based strategies
Execute fall supplemental services	Sept. 1- Oct. 31	LEA	Data on student academic competencies curricula, materials, paraprofessionals, etc.
Design family night programming for the summer to engage parents in the academic experience	May-June	LEA	Identified needs and questions from parents.
Execute family nights	June-August	LEA	Communication materials, facilities, community partners
Confirm students identified for IMAGE services	May-August	Ohio Migrant Education Center & LEA	Certificates of Eligibility & enrollment list
Deliver IMAGE services	June-August	LEA	Instructors, evidence-based curricula, portable materials, mobile electronic devices, etc.

Strategy 1-2.2: Facilitate data collection and communication among instructors and schools to enhance academic continuity.

Tasks	Timeline	Agency/Level Responsible	Resources Needed
At local discretion, LEA MEP coordinators determine if they would like to plan for fall and summer session teachers to meet or interact to share student data and needs	July	LEA	Budget for teacher time, schedule
Facilitate summer-to-fall teacher-to-teacher exchange, if desired	August	LEA	Student competency information, MEP staff, Priority for Service list, materials enrollment list, etc.
Update interstate contact information	May	Ohio Migrant Education Center	Sending-state directories
Make contact information available to LEAs	May	Ohio Migrant Education Center	Sending-state directories
Facilitate school year-to-summer teacher-to-teacher exchange, if desired	May/June	LEA	Student competency information, teachers, etc.

Table 19: Project plan for Goal Area 3 focused on English learners

Goal Area 3: English Language Acquisition/ Needs of English learners			
Strategy 3.1: Provide language acquisitions supports for academic reading and writing			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Identify curricula focused on building academic reading and writing in English; particularly on fluency, vocabulary and comprehension	May	Ohio Migrant Education Center or LEA	Information on best practices, evidence-based curricula
Develop instructional plans to deploy instructions for language acquisition	June-August	LEA	Curricula, instructors
Identify language acquisition needs of out-of-school youth	June-August	LEA	An appropriate language acquisition assessment tool
Develop academic service plan to support English language learning among out-of-school youth	June-August	LEA	Curricula appropriate for out-of-school youth, instructors, facilities, access to out-of-school youth to engage in services
Develop an ongoing professional development plan to support MEP instructors and paraprofessionals in English language acquisition strategies based on the identified curricula	June	Ohio Migrant Education Center or LEA	Professional development materials, training schedule
Confirm the English language learning proficiency assessment to be deployed in the performance period	May	Ohio Migrant Education Center and Ohio Department of Education	State English learner assessment resources, state English learner standards, information on test design and efficacy
Inform and train MEP staff regarding any changes in language assessment process	June	Ohio Migrant Education Center	Professional development resources on the assessment
Identify needs for bilingual educators, paraprofessionals, volunteers	May-August	LEAs	Data on English learner status of students, information on students' first languages
Consider professionals or engage volunteers to support bilingual communication	May	LEAs	Qualified candidates, community partners, including higher education institutions, community service organizations

Table 20: Project plan for Goal Area 4 on health and social needs

Goal Area 4: Health and Social Service Needs			
Strategy 4.1: Connect migrant students to the resources to meet their physical and mental health needs.			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Schedule summer health fairs in every summer MEP	March	Ohio Migrant Education Center	Internal and external funding for health fairs and schedule health providers for follow-ups
Engage health professionals in providing screening during health fairs	Ongoing	Ohio Migrant Education Center	Volunteer health professionals
Identify vouchers and other resources to aid in getting care for students with health needs	Ongoing	Ohio Migrant Education Center	Community contacts, external funding
Find referral resources for students in the case that a health or social need is identified outside of health screens	Ongoing	Ohio Migrant Education Center	Community resource information and partnerships
Affirm and communicate protocol for referring students and families with health and social needs to external resources	Ongoing	LEA and Ohio Migrant Education Center	Referral protocol, referral lists
If desired, plan outreach activities regarding health and social needs that are connected to learning standards and can be incorporated into summer programming	May/June	LEA	Standards, learning objectives, outreach activities, materials
Connect with district absentee teams at the beginning of the year to discuss any potential needs for migrant students to stay engaged in the fall term before their qualifying moves	August	LEA and Ohio Migrant Education Center	Information on district absentee team. MEP attendance forms.

Table 21: Project plan for Goal Area 4 for high school students

Goal Area 5: Needs of High School Students			
Strategy 5.1: Provide high school students robust options to accrue and recover credit and increase academic competencies.			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Identify courses for which MEP students need credit recovery or flexible accrual options	May/June	LEA	Transcripts from previous academic period and available online courses
Offer the needed credit recovery options	April-October	LEA	Evidence-based curricula, technology, instructional resources, instructors, etc.
Provide professional development or technical assistance around credit recovery options	June	Ohio Migrant Education Center	Odysseyware expertise, other technical resources on credit options
Decide ways to discuss with parents the opportunities to recover credit and allow flexible schedules for students to learn and work	April-October	LEA	Copies of individual transcripts, graduation requirements, secondary credit accrual options and MEP staff
Plan venue, content, medium to communicate to parents and students about credit recovery options	May/October	LEA	Facilities, materials and MEP staff
Strategy 5.2: Provide intense services for high school students to meet or exceed high school learning standards, including Algebra 1.			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Identify and monitor students who are at risk for poor Pre-Algebra and Algebra I performance	April-October	LEA and Ohio Migrant Education Center	Transcript records, math competency assessments
Provide instruction and supplemental services for Pre-Algebra and Algebra I	April-October	LEA	Evidence-based curricula, instructors, instructional materials, mobile technology, etc.
Strategy 5.3: Offer academic guidance and advising support to increase engagement in instructional services, graduation and transition to postsecondary opportunities.			
Identify academic guidance and advising support that would complement existing resources	April-October	LEA	Evidence-based guidance and support practices, local partner organizations, such as college access programs, and workforce development entities

Deliver complementary guidance and advising activities as determined locally

April-October

LEA

Practices, professional development, professionals and volunteers, etc.

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Table 22: Project plan for Goal Area 5 for out-of-school youth

Goal Area: Needs of Out-of-School Youth			
Strategy 6.1: Grow out-of-school youth educational competencies through career-tech strategies and educational supports based on the youths' interests.			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Discuss outreach strategy for out-of-school youth with local farms/employers	Ongoing	Ohio Migrant Education Center	Outreach professionals, employers of migratory workers,
Identify competency needs and career interests of out-of-school youth	Ongoing	LEA and Ohio Migrant Education Center	Ohio Migrant Education Center expertise/information on identifying needs of out-of-school youth, outreach professionals to out-of-school youth, out-of-school youth participants and MEP staff
Select program offerings for out-of-school youth, including career-technical experiences and academic supports	May	LEA and Ohio Migrant Education Center	Evidence-based programming options
Deliver programming to out-of-school youth	June-August	LEA	Curricula, materials, instructors, facilities, equipment, interest assessment data

Table 23: Goal Area 7, project plan

Goal Area 7: Needs in Early Learning			
Strategy 7.1: Provide high-quality instructional support services for early learning			
Tasks	Timeline	Agency/Level Responsible	Resources Needed
Identify which communities already have early learning services for migrant families	May	LEA and Ohio Migrant Education Center	Head Start programming information and service dates
Create an operational plan for early learning program, which may include on-site programming or IMAGE services	May	LEA	Data on students and families, evidence-based curricula, instructors, operational processes, technical assistance, flexible professional development
Implement early learning programming	June-August	LEA	Evidence-based curricula, instructors, operational processes
Discuss academic support needs at the Community Development Institute sites	April	LEA and Ohio Migrant Education Center	The Community Development Institute programming information, Early Learning Assessment results of migrant children, parent feedback
Develop plan to complement the Community Development Institute's efforts	April	LEA	Data on students and families, curricula, instructors, operational processes, technical assistance, professional development, MOU
Deliver services to complement the Community Development Institute's programming	June-August	LEA	Curricula, instructors, operational processes,

Priority for Service Students

According to the Office of Migrant Education, Section 1304 (d) of the statute gives priority for services to migrant children a) whose education has been interrupted during the regular school year, and b) who are failing, or most at risk of failing, to meet the state academic achievement standards. In Ohio, we have operationalized the definitions as follows:

- Whose education has been interrupted during the regular school year (Criteria I), which means that in the preceding 12 months, the student has a qualifying arrival date between Sept. 1 and May 31.

AND

- Who are failing, or most at risk of failing, to meet the state academic content standards (Criteria II) as evidenced by at least one of the following;
 - A current individualized education plan (IEP) or 504 on file;
 - A grade placement which is not age appropriate;
 - A limited English speaking or non-English speaking designation on the Oral IDEA Proficiency Test (IPT) assessment comparable designation on the selected English language proficiency assessment, or another approved assessment;
 - Failing grade in one or more of the core subjects — English, math, science or social studies — in the most recent grading period;
 - Scored below proficient (or comparable status) on at least one section of a state academic assessment, such as Ohio's State Tests, Texas STAAR or Florida FCAT;
 - Retention in the same grade for the ensuing academic year;
 - Out-of-school youth designation; or
 - Who have no formal school records for the last academic year.

DOCUMENTING PRIORITY FOR SERVICE

The transfer records clerk will flag student records in OMSIS II for school interruption and at risk of failing. If both are marked, then the Priority for Service button automatically will be flagged.

This information will then be uploaded into the Migrant Student Information Exchange (MSIX) so that these changes can be seen in MSIX.

The transfer records clerk will then provide an updated daily list for the teachers to maintain in their classrooms.

The Ohio MEP will offer services, monitor service deliver, and track student progress accordingly based on the Priority for Service designations.

Identification and Recruitment Plan

The purpose of the Identification and Recruitment Plan is to provide a tool to assist in the facilitation of accurate and efficient identification and recruitment of all eligible migrant children present in the state. Federal regulations require that before a child receives MEP services, his or her eligibility as a migrant child, according to the Migrant Child Federal Definition, must be established through a face-to-face interview. The child must be recruited as such, which is the gathering of eligibility facts and the processing of all required documentation. The Identification and Recruitment Plan compiles federal regulations, state guidelines, procedures and all instruments in place for the correct and professional implementation of all identification and recruitment requirements of the Ohio MEP.

Since migrant families make intrastate and interstate moves, their children's education is interrupted when withdrawing the children from one school to enroll them in another. These children represent many ethnic groups and may have limited English language skills. This, combined with irregular school attendance, poverty, often poor nutrition, inadequate housing and a high incidence of health problems, leads to low overall achievement and frustration, causing many children to drop out of school in their early teens. In 1966, Congress added Part C - Education of Migratory Children to the Elementary and Secondary Education Act (ESEA) in an effort to meet the special needs of these children. In 2015, this law was reauthorized as the Every Student Succeeds Act (ESSA).

MISSION STATEMENT

All migrant children present in the state will be identified and recruited for the Migrant Education Program.

MEASURABLE OBJECTIVES

Objective 1: At least 70 percent of all personnel working in the Ohio MEP will be knowledgeable in the basic eligibility criteria and MEP recruitment process.

Objective 2: The identification and recruitment of all eligible children will be completed within three months of their arrival in at least 70 percent of the cases.

Objective 3: All eligibility determinations will be measured through a strict quality control process with an annual discrepancy rate within a 96 percent confidence level.

Objective 4: 100 percent of the recruitment staff will be trained and demonstrate proficiency in the MSIX online system.

STRATEGIES/ACTIVITIES

Recruitment Model

The state uses a Combination Recruitment Model, which consists of statewide, regional and local-level recruitment efforts. All local and statewide recruiters are under the direct supervision of the state identification and recruitment coordinator. All recruiters will follow the Ohio MEP identification and recruitment guidelines.

Identification and Recruitment Training

Recruiters are required to attend all trainings scheduled throughout the year. Uniform training materials will be prepared by the state identification and recruitment coordinator. The trainings will focus on appropriately applying the state's identification and recruitment policies and procedures, proper enrollment of students into the MEP, intake proficiency of the COE data, and the completion of the Sept. 1 verification process. Additionally, the Ohio Migrant Education Center will provide a basic training of the state's identification and recruitment for non-recruitment MEP staff.

Recruiter Certification

All recruiters successfully complete an annual certification training in order to complete certificates of eligibility. New recruiters also must complete a minimum of five certificates of eligibility under the direct supervision of a mentor recruiter before they are permitted to complete certificates of eligibility independently.

Recruitment Support

All recruiters have access to support materials specific to their recruitment areas. For example, program information handouts, state, regional and local contact information, bilingual support services information and any other assistance necessary to carry out their assigned duties and responsibilities. The availability, oversight and distribution of materials and assistance will be managed by the Ohio Migrant Education Center, in collaboration with both the regional and local offices. The state identification and recruitment coordinator will clearly communicate the support structures in place for all recruiters and will serve as the primary source for relevant information pertaining to identification and recruitment policies and procedures. The state identification and recruitment coordinator will be readily available on a one-to-one basis to guide and support recruiters on eligibility issues and will serve as the point of contact for the resolution of such issues.

Quality Control

The Ohio MEP uniformly implements quality control policies and procedures to ensure all documentation related to child eligibility, beginning with the certificate of eligibility, contains true and accurate information. The end result of the various quality control policies and procedures will ensure that a sound basis for the migrant eligibility determination is maintained.

The state's identification and recruitment quality control policies and procedures contain protocols that target the following five areas:

- Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the certificate of eligibility;
- Assessing and resolving complicated and questionable initial child eligibility cases;
- Child eligibility decision appeals process;
- Evaluating and conducting public requests for child eligibility re-interviews;
- Conducting prospective child eligibility re-interviewing.

INTERSTATE/INTRASTATE IDENTIFICATION AND RECRUITMENT COORDINATION

The Ohio MEP and Ohio Migrant Education Center coordinate with interstate and intrastate LEAs for the prompt identification and recruitment of all eligible children. The recruitment staff will be trained to utilize the MSIX notification system for sharing information. All tools applied to assist with recruitment efforts shall comply with FERPA policy.

IDENTIFICATION AND RECRUITMENT EVALUATION

The Ohio MEP has established identification and recruitment evaluation policies and procedures that help ensure the state's capacity to meet the federal requirement that all eligible children present in the state are identified, recruited and served. They are:

- The state will evaluate the four measurable objectives in the State Identification and Recruitment Plan. If significant inconsistencies or changes are found, the causes will be analyzed and evaluated so that corrective actions are taken.

- Analysis of recruitment reports will be conducted. The Ohio MEP will analyze current recruitment data against historical trends. If major inconsistencies or changes in recruitment are found, the causes will be analyzed and evaluated so that corrective actions are taken.
- The state identification and recruitment coordinator will evaluate the identification and recruitment practices of statewide, regional and local recruiters to measure their individual implementation and adherence to the State Identification and Recruitment Plan.

STATE RESOURCES

The Ohio Migrant Education Center develops, adopts, maintains and, where appropriate, distributes resources to ensure the Ohio MEP complies with all applicable federal requirements related to identification and recruitment. These resources are used to ensure the timely and accurate recruitment of all eligible children who meet the federal definition of *migrant*. These resources also are used to ensure and protect the integrity and legitimacy of all child rosters and child counts. Each of the five regional offices are responsible for ensuring all resources for the region, and the state as a whole, are accurate, current and made available to MEP staff as directed or needed. These include, but are not limited to, the following resources:

- **Identification and Recruitment Handbook:** The Ohio Identification and Recruitment Handbook is used by the Ohio MEP to ensure the availability and distribution of the state's policies and procedures regarding the identification and recruitment of migrant children in Ohio. The handbook is revised, as needed, to reflect any changes in the MEP.
- **OME Non-Regulatory Guidance:** The Ohio MEP bases its identification and recruitment policies and procedures on the March 2017 publication. It is made available to all personnel during the state's initial identification and recruitment training.
- **Recruitment Maps:** Regional maps are maintained by the state and regional recruiters to track where Ohio migrant families live and work. The maps are housed at the Ohio Migrant Education Center office and updated by the regional program director in coordination with regional and local recruiters twice a year, September and April.
- **Regional Calendars with Seasonal Crop Activities:** Monthly calendars recording seasonal crop activities are housed at the Ohio Migrant Education Center office and updated by the regional program director in coordination with regional and local recruiters twice a year, September and April. The activities recorded contain the following data elements:
 - Crop name;
 - Production and cultivation timeline (field preparation, planting, harvesting, packing);
 - Geographical locations to support recruitment maps.
- **Regional Profiles of Major Employers:** Profiles documenting employers of migrant agricultural workers are housed at the Ohio Migrant Education Center and updated by the regional program director in coordination with the regional and local recruiters twice a year, October and April. Profiles contain the following data elements:
 - Name of business;
 - Business address;
 - Name and phone number of contact person;
 - Business recruitment practices for prospective employees;
 - Type of workers; local, transient pre-hired, transient walk-in, or H-2A visa;
 - Number of migrant positions typically employed per season.

- **State MEP Ethics Policy:** All Ohio MEP staff adhere to and abide by the Ohio Department of Education's ethics policy. In addition, the Ohio Migrant Education Center develops and distributes an additional ethics policy directly addressing behavior and conduct within the Ohio MEP. It is followed by all state, regional and local MEP personnel.
- **State Recruitment Safety Policy:** The Ohio Migrant Education Center utilizes a common set of safety policies pertaining to the activities surrounding the identification and recruitment of migrant children in the state. The policies place emphasis on the awareness and the prevention of risks to the safety of state and regional recruiters.

The state will analyze migratory patterns and enrollment trends, both on a month-to-month and annual basis, to ensure child identification and recruitment activities remain logical and relevant. At no time will the state, or any of its subgrantees establish any recruitment quotas or any procedure or rule that would act as a quota. The state will have zero tolerance for any situations anticipating an amount or percentile of children to be recruited.

REGIONAL IDENTIFICATION AND RECRUITMENT PLAN

Each year, the regional MEP develops a regional identification and recruitment plan connected to the State Identification and Recruitment Plan.

Parent Involvement Plan

If a migrant education program is less than one school year in length, Section 1304 of the Elementary and Secondary Education Act requires that the State MEP and local operating agencies (LEAs) consult with parents of migratory children regarding planning and operations. While the state is not required to have a Parent Advisory Council, Ohio's parent involvement plan will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP.

This Service Delivery Plan was drafted based on parent feedback provided in parent surveys, through a parent representative on the needs assessment committee, and via items voiced to local MEP coordinators and staff. The final service delivery plan will be sent to parent representatives for review. It is also created with parent involvement requirements of the State Consolidated Plan in mind.

In addition, the needs assessment committee identified a concern that migrant students do not have stronger educational supports at home, including parents' knowledge of MEP services and parents' comfort in navigating the Ohio education system and its resources. While parent involvement is essential regardless of the identification of educational supports at home as a concern area, the strategies identified by the needs assessment committee in relation to the concern are useful to the parent involvement plan.

PARENT VOICE AND ENGAGEMENT

For the ensuing performance period, the MEP will continue to administer a parent survey during the summer session to gather insights on educational and social service needs. The survey will be available for administration in English and Spanish.

MEP will also more widely disseminate key elements of its plans and strategies to increase parent awareness and knowledge of MEP. As suggested in the 2018 C.N.A., MEP will produce a one-page summary of key components of the service delivery plan and needs assessment to be placed on the web site in English and Spanish to be accessible to parents. In addition, Ohio Migrant Education Center staff will utilize the document to promote the program during home visits and eligibility interviews.

When the Ohio MEP is conducting its next comprehensive needs assessment, at least one parent representative will have a seat on the needs assessment committee.

In addition, MEP encourages its LEA coordinators and staff to connect the parents of migratory families with parent engagement activities that already exist in the district or ESC. LEAs may also consider identifying "parent advocates" in the MEP program who the LEA will engage as peer ambassadors to other MEP parents to provide them with detailed information about the program services as well as to bring back parent comments, needs, or affirmations to the MEP local coordinator.

PARENT INVOLVEMENT IN STUDENTS' LEARNING

One of the most consistent ways the Ohio MEP has involved parents in student learning is through family nights/events. Each LEA hosts at least one family night/event per summer session. The family night/event is customized by each site. MEP strongly encourages LEAs to ask parents for input in the design and content for the family nights. It is also recommended that there is a component in the summer programming to get parent questions and comments about their child's educational experience in the MEP, and that there is a way for feedback to be reviewed and incorporated into local programming or services for students.

The following activities are also recommended to engage parents and facilitate student success. Some of these activities are also included in the program strategies:

- Provide more parent education on MEP services, especially for working age children, potentially utilizing parent-to-parent conversation and engagement.

- Guide parents in navigating education system resources including access to services for children with special needs.
- Provide more bilingual communication to parents and access to bilingual learning materials including books and online materials.
- Support parents in participating in the decision-making process for their children’s college and career choices. This may include involvement in business or college visits, information about application processes, etc.
- Inform parents about education activities and student progress through routine outreach and home visits that may include resources tied to educational learning, health and nutritional objectives, and other items that will gain the attention of families and serve an educational purpose.

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Exchange of Student Records

Ohio has established a written and systemic approach to records exchange based on the proper adoption of agreed upon policies and procedures that would lead to effective execution of inter- or intrastate transfer of migrant student records. In addition, Ohio is able to deliver professional, accurate and timely student placement services to a highly mobile student population by coordinating student records exchange and documenting the policies and procedures in the Ohio Transfer Records Policies & Procedures Manual.

MEP RECORDS TRANSFER REQUIREMENTS

Federal Level

The Migrant Education Program is authorized under Sections 1115(b) and (c)(2), and 1309 of the Elementary Secondary Act of 1965, as amended by ESSA of 2015 to collect the necessary set of minimum data elements to be transferred between state MEPs. The U.S. Department of Education developed and maintains the Migrant Student Information Exchange (MSIX), which states and LEAs use to transfer records on a national level.

State Educational Agencies

In particular, state educational agencies are required under Section 1304 (b)(3) and 1308 (b) to promote interstate and intrastate coordination by providing educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. This responsibility includes carrying out activities that provide for educational continuity through the timely transfer of pertinent school records, including health information for migratory children, whether or not they move during the regular school year.

LEA MEPs

In particular, LEA Migrant Education Programs, are required to use MSIX consolidated records for the purposes of enrollment, placement and credit accrual as outlined in Ohio's interconnection agreement. All MEP transfer records clerks are trained by the state transfer records coordinator and expected to utilize the MSIX system.

COORDINATION AND EXCHANGE OF STUDENT RECORDS

While some data are entered directly into MSIX by LEAs, Ohio also has its state database that uploads information into MSIX. Ohio enters migrant student data in the Ohio Migrant Student Information System 2 (OMSIS2) as its state database. OMSIS2 stores all the minimum data elements and other data from certificates of eligibility, academic records, health fairs and additional sources collected by programs. It also has reporting tools that allow for the Ohio MEP to track progress and performance and generate reports for federal requirements. The Ohio Migrant Education Center developer supports, maintains and customizes OMSIS2 to meet the needs of the Ohio MEP.

Records from OMSIS2 are uploaded to MSIX for interstate exchange of data. The OMSIS2 interface with MSIX is fully operational. Transfer records clerks at each Ohio LEA submit data to OMSIS2 and work with the state transfer records coordinator on data quality control and compliance, as well as intrastate data exchange. The Ohio Migrant Education Center state transfer records coordinator facilitates the state exchange process and aids in data quality control and compliance with MSIX.

Ohio works closely with other state migrant programs to provide migrant students with the best possible education and increase the number of migrant students graduating from high school. The Ohio MEP helps in the migratory transition by sharing with the home base states the most current educational records. Most of the children who come to Ohio are from Texas, Florida and Mexico. The Ohio Migrant Education Center and Ohio

LEAs will work with individual sending school districts, the Texas Migrant Interstate Program and the Florida Migrant Interstate Program for coordinated routines of sharing data and information. The Ohio Migrant Education Center and LEA staff also will work with school districts and resources in other states and locations for migratory students arriving from other communities.

OHIO TRANSFER RECORDS POLICIES AND PROCEDURES MANUAL

A handbook produced by Ohio Migrant Education Center provides the rules of behavior; security and privacy protocol; guidance on user roles; and operational directions for exchanging information in MSIX and entering data in OMSIS2. The procedures for conveying notices to sending states, recruiters and other MEP staff; entering student record data; and accessing data are included in the manual. Reporting timelines also are outlined in the document. The manual is reviewed and updated annually.

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Evaluation Plan

EVALUATION STATUTES, REGULATIONS AND NON-REGULATORY GUIDANCE

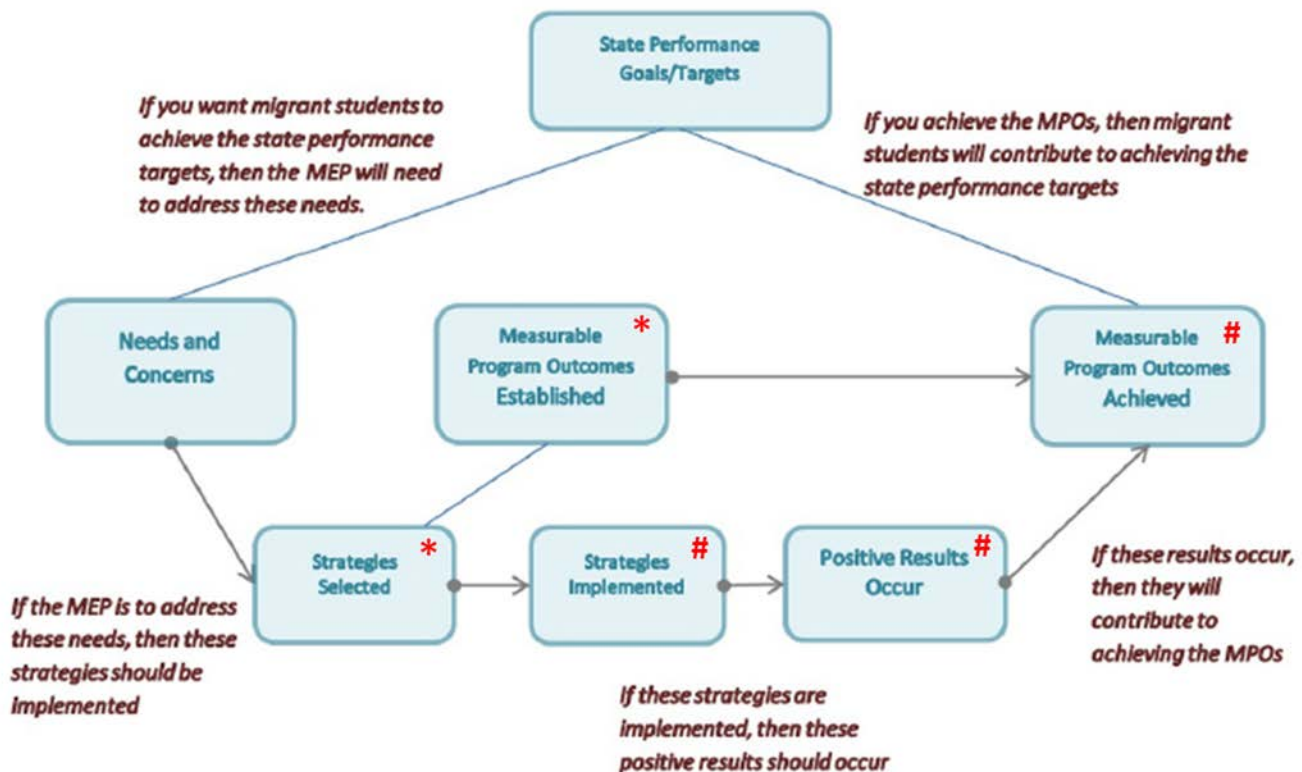
In accordance with 34 C.F.R. 200.84, the strategies described in this service delivery plan will be evaluated for their efficacy in addressing the concerns detailed in the General Framework section. The Ohio Department of Education and Ohio Migrant Education Center, in partnership with outside contractors, are responsible for a state-level evaluation that will capture results of MEP strategies, compare MEP results to state performance targets and other benchmarks, and disaggregate results for subgroups of the migrant student population.

COMPONENTS OF THE MEP STATEWIDE EVALUATION

As the strategies described in this service delivery plan are executed over the next two years of the MEP, evaluation steps will be carried out concurrently. The aim of the evaluation will be to measure and illuminate the implementation and results of MEP strategies, as well as whether measurable program outcomes are achieved. Figure 1 references the service delivery plan logic model for reaching the desired outcomes of the MEP. Components marked with asterisks (*) are established as a part of the service delivery plan, while components marked with pound signs (#) are measured in the program evaluation.

Figure 1. Measurement Logic Model⁶

Note: Text boxes with * are established in the service delivery plan, and boxes with # are measured in the program evaluation.



⁶ “Figure E.1 Service Delivery Plan Logic Model” taken from “Migrant Education Service Delivery Plan Toolkit (2012)”

As illustrated, the logic model proposes that if the selected strategies are implemented as intended, positive results should occur and the measurable program outcomes should be achieved. Therefore, the state evaluation will focus its evaluation questions on strategy implementation, results of specific strategies and the subsequent progress on measurable program outcomes. See Table 18 below.

Table 15: State-level evaluation questions

Implementation Evaluation Questions	Results Evaluation Questions	Measurable Program Outcome Evaluation Questions
Were activities implemented as intended with fidelity to the intervention design? If not, what adaptations were made?	Are activities achieving intended results, especially for students' gain in competency, skills and supporting factors for student success?	Were the measurable program outcomes achieved? If not, what were the gaps in outcomes?
What worked in effectively and efficiently implementing services?	Which activities or interventions are most effective for student results?	How can progress or lack of progress on measurable program outcomes inform modifications to service delivery?
What implementation challenges occurred?	How may results differ by participant characteristics or subgroups, including Priority for Service status, site, length of participation?	Are there differences by participant characteristics or subgroups for progress toward measurable program outcomes?
What was student or stakeholder engagement or participation in intervention?	How do actual results compare to the benchmarks or results for economically disadvantaged students and non-migrant students?	
What improvements in implementation can be made?		

The state-level evaluation questions are overarching questions to guide the evaluation. The evaluation questions associated with specific activities are subsumed into these larger questions. The state should address these questions each performance period in conjunction with data reporting for federal compliance.

The LEAs are strongly encouraged to monitor factors to answer the activity-level evaluation questions relevant to their sites so they can identify opportunities to improve as soon as practical. This may happen at the culmination of each intervention (for example, at the end of summer session or completion of IMAGE hours).

An external evaluator may be engaged every two years for more robust data analysis and to fortify the connections in the continuous improvement cycle.

By carrying out the evaluation, MEP stakeholders will better understand how effectively their efforts are meeting their mission.

Data that are relevant to answering the evaluation questions are regularly collected by the Ohio Department of Education and Ohio Migrant Education Center. Ohio Department of Education uses mandated statewide reporting in school report card data for districts and buildings. The Ohio Migrant Education Center collects information from MEP sites, program recruiters, participant families, assessment vendors, and interstate data sharing coalitions and compiles them in the OMSIS-II database and independent reports (for example, the annual health fair report).

With regard to data collection methodologies, the Ohio Department of Education takes advantage of a long-established performance and accountability monitoring infrastructure that exists within all school districts at the statewide level. The data collected by the Ohio Migrant Education Center are much more diverse and rely on data collection methodologies, such as data reporting from MEP site staff and health fair staff; school district staff from the MEP home districts; surveys of parents conducted by program recruiters; and the provision of data from other organizations, such as analytics from the online assessment vendor.

Data are collected year-round when it is appropriate to do so based on the administration of assessments, surveys, and completion of interventions and program milestones.

EVALUATION DATA COLLECTION PLAN

Empirical data are vital for ensuring the program evaluation is based in evidence and contains relevant insights for continuous improvement. Successful collection of such data requires foresight and coordination. Table 19 provides a broad outline of the data needed to answer the evaluation questions touched on in the preceding section but presented in detail in Table 6-Table 14. The table explains the data element to be collected, who collects it for MEP reporting purposes, the source of the data and the timeframe at which the evaluator or Ohio Migrant Education Center staff draws the data.

Table 16. List of data elements and who, how and when they will be collected.

Data element	Who collects?	How collected?	When collected?
Statewide student performance data	Evaluation staff	Ohio Department of Education state database	Fall/Winter
Demographic information of MEP-participating students	Ohio Migrant Education Center staff	Documented through the certificate of eligibility	Rolling basis
Audit and description of MEP-related services made available by each MEP site	Ohio Migrant Education Center staff	MEP site district staff report from their records	Summer/Fall
English language acquisition assessments	MEP site staff	The assessment is administered during the summer MEP	Summer
Description of credit accrual and credit recovery by students	Ohio Migrant Education Center staff	MEP site district staff report from their records	Summer/Fall
Information about preschool program availability and utilization	Ohio Migrant Education Center staff	MEP site district staff report from their records	Summer
iReady usage data	Ohio Migrant Education Center staff	Submitted by Curriculum Associates	Summer/Fall

<i>iReady reading language arts and math assessment data</i>	<i>Ohio Migrant Education Center staff</i>	<i>Submitted by Curriculum Associates</i>	<i>Summer</i>
<i>Parent needs/satisfaction survey</i>	<i>Ohio Migrant Education Center and MEP site staff</i>	<i>Home visits or School events</i>	<i>Summer</i>
<i>San Diego Quick Assessment</i>	<i>Ohio Migrant Education Center and MEP site staff</i>	<i>The assessment is administered during summer MEP</i>	<i>Summer</i>
<i>Out-of-school youth service utilization and outcome data</i>	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>

Table 17 shares the format of Table 19 previous table but focuses more specifically on measurable program outcome-related data.

Table 17. List of Measurable Program Outcomes and who, how, and when they will be collected.

Measurable Program Outcomes	Who collects?	How collected?	When collected?
Measurable Program Outcome 1-2.1: The percent of students who receive MEP instruction and score proficient on better on the reading language arts state test or math test will increase by three percentage points to 33 percent and 36 percent respectively by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>EMIS (Education Management Information System) coordinators</i>	<i>Winter</i>
Measurable Program Outcome 1-2.2: By the end of PP20, 80 percent of students receiving MEP reading language arts or math instruction for at least 20 sessions in the building programs or 10 contact hours of IMAGE will show expected or above expected improvement according to assessments related to the intervention.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>
Measurable Program Outcome 3.1.: Within PP20, migrant English learner students who have received at least 20 days of MEP services for language acquisition perform better than students who have not yet had 20 days of service on English language assessments.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>
Measurable Program Outcome 4.1: At least 80 percent of migrant students attending the summer MEP on the day of their scheduled health fairs will receive	<i>Ohio Migrant Education Center staff</i>	<i>Data aggregated and reported in annual health fair</i>	<i>Summer</i>

health screenings and are directed to support services to address their needs.		<i>report and verification report</i>	
Measurable Program Outcome 5.1: At least 80 percent of MEP high school students identified as being off track for credits are receiving MEP services to recover credits by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>
Measurable Program Outcome 5.2: The percentage of MEP students entering 11 th grade with a full credit of Algebra I should increase by 5 percentage points by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>
Measurable Program Outcome 5.3: 80 percent of MEP school participants in grades 10-12 will receive guidance services or exploration activities related to postsecondary opportunities by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>
Measurable Program Outcome 6.1: At least 80 percent of out-of-school youth participating in the summer MEP should have instructional support services offered to them related to their academic needs or career interests by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff</i>	<i>Summer</i>
Measurable Program Outcome 7.1: The percentage of migrant children ages 3 to 5 participating in the summer MEP will increase by five percentage points by the end of PP20.	<i>Ohio Migrant Education Center staff</i>	<i>MEP site district staff report from their records</i>	<i>Summer</i>

If at the end of the two-year period the Ohio MEP would like a more nuanced study of select MEP activities, particularly where there are unique successes or failures, a qualitative study may be used for data collection. In this case, the MEP may ask evaluators (internal or external) to do interviews, site visits or focus groups for more detailed information about what is happening to complement the quantitative data collected.

DATA ANALYSIS

Basic analysis of data for each performance period will be performed by Ohio Migrant Education Center staff, primarily the state records coordinator and the data developer from META Solutions. The analysis will provide data for state and federal reporting, status of measurable program outcomes and other key evaluation questions that apply to the Ohio MEP at large. The analysis will be useful in aggregate data for all sites that are implementing the interventions, but it also should be complemented by disaggregated data that may reveal

pockets of excellence or gaps in performance. Disaggregated data would be helpful by implementation site, Priority for Service status, demographic variables and participation levels.

At the end of the two years, an extended analysis will be deployed looking at trends over several reporting periods, benchmarking data to nationally available data and other sources and highlighting evidence to inform the needs assessment and, subsequently, the future service delivery plan.

INTERPRETING AND USING EVALUATION RESULTS

When the Ohio Migrant Education Center and Ohio Department of Education produce a brief evaluation summary annually, it will create important feedback about how the planned strategies were carried out and whether the intended impacts occurred. This information is valuable for adjusting plans and recalibrating services that may be mismatched to the realities at MEP sites around the state. The Ohio Migrant Education Center and Ohio Department of Education will use the results for reflection on their efforts and will work with MEP sites to help them draw appropriate insights. Specific steps may include:

- Holding informational meetings between MEP directors, treasurers, other district representatives, Ohio Migrant Education Center staff, and Ohio Department of Education staff to discuss findings and implications;
- Having MEP recruiters highlight benefits of MEP participation to prospective families;
- Informing future professional development for MEP instructional staff.

For the two-year evaluation, an extensive report will be produced. In addition to the steps taken with the annual summary, the two-year report may be used to:

- Share findings at interstate meetings and national migrant education conferences;
- Isolate concrete recommendations to modify future service delivery plans.

Monitoring and Accountability in Local Programs

In order to assist with the statutory requirement of the Migrant Education Program, the Ohio Department of Education awards Title I-C Migrant funds to four school districts and two educational service centers, including the Northwest Ohio Educational Service Center, which fulfills its obligations by operating the Ohio Migrant Education Center in Fremont, Ohio. A Memorandum of Understanding is in place between the Ohio Department of Education and the Northwest Ohio ESC and the Ohio Migrant Education Center.

The current Ohio migrant system includes five migrant regions/sites across the state where migrant services are being provided:

<u>IRN</u>	<u>District Name</u>	<u>County</u>
049304	<u>Putnam County ESC</u>	Putnam
045096	<u>Willard City School District</u>	Huron
049882	<u>Marlington Local School District</u>	Stark
046243	<u>Tecumseh Local School District</u>	Clark
049726	<u>Old Fort Local School District</u>	Seneca
124297	<u>Northwest Ohio Educational Service Center</u> (Ohio Migrant Education Center fiscal agent)	Fulton

COMMUNICATION REGARDING SERVICE DELIVERY PLAN

The Ohio Department of Education and Ohio Migrant Education Center will communicate regularly with LEA subgrantees regarding implementation of the service delivery plan. Copies of the approved service delivery plan will be sent to all members of the planning committee, all local MEP coordinators and LEA superintendents. The Ohio Migrant Education Center also will use semiannual meetings with coordinators and other MEP staff to communicate about the progress of implementation, including strengths and challenges. The Ohio Migrant Education Center and Ohio Department of Education also will work individually with subgrantees to make sure their Comprehensive Continuous Improvement Plan (CCIP) applications are in line with the service delivery plan.

TECHNICAL ASSISTANCE

The Ohio Migrant Education Center and Ohio Department of Education will provide technical assistance to sites to support their implementation of the service delivery plan. Some of the technical assistance activities are listed in the project plan.

The Ohio Migrant Education Center will provide an annual professional development conference for all MEP instructors and coordinators. It also will assist in connecting sites to information from national migrant education resources. The Ohio Department of Education will facilitate connection to state resources and guidance to meet the educational needs of migratory students.

Technical guidance from the Ohio Department of Education and Ohio Migrant Education Center will be provided to ensure compliance in all areas, including identification and recruitment, data and student records, eligible expenses and appropriate program services.

MONITORING PROCESS

Regular monitoring of local migrant education programs in Ohio is conducted by the Office of Federal Programs at the Ohio Department of Education. Monitoring is conducted to determine whether the funded project is in compliance with federal ESSA Title I-Part C requirements.

Each year, all local programs submit online CCIP applications for the summer and/or regular terms for migrant program approval and funding. The monitoring process is initiated with a desk review of the local migrant education program's annual application for funding, including the review of both programmatic and budget information. This process of application review continues each year to ensure accountability and compliance.

The Ohio Migrant Education Center director, in conjunction with the state migrant education coordinator, monitors the operation of each summer MEP program through self-assessments and/or on-site visits. On-site monitoring of each project is conducted each year using the compliance tool that examines these major areas:

- Qualified Teachers and Paraprofessionals;
- Identification and Recruitment;
- Parent Involvement;
- Priority for Services;
- Continuation of Services;
- Comprehensive Needs Assessment and Service Delivery Plan;
- Authorized Activities;
- Nonpublic School Service;
- Conflict of Interest;
- Fiduciary;
- EDGAR;
- OMB Circular A-87, Attachment B; Section 8(h);
- OMB Circular A-133.

When monitoring reviews are completed, a summary of findings is sent to the LEA, and the state works with the local site to resolve any findings that come up. All findings must be resolved as a condition of awarding funds in a new funding cycle.

Self-survey

All districts in the state that receive and accept Title I-C funds must:

- Complete a Federal Programs Self Survey in the compliance system by the end of each fiscal year; and
- Provide a sign-off by the superintendent that the information provided is accurate (excluding the site that has received an on-site compliance survey).

Looking Forward

The service delivery plan is the guiding force for Ohio's Migrant Education Program. Starting in fall 2019, this version of the service delivery plan will be referenced in decision-making and program approvals.

SHARING THE SERVICE DELIVERY PLAN

The service delivery plan planning committee recommends that it be shared with stakeholders in the following ways:

- Highlight alignment chart at annual MEP teacher meetings;
- Review at MEP LEA director meetings;
- Post on Ohio Department of Education and Ohio Migrant Education Center websites;
- Email to MEP LEA staff with link to service delivery plan;
- Send to Title I, Part A and Part III partners and have follow-up discussions;
- Discuss with key partners such as the Community Development Institute;
- Communicating the service delivery plan to local projects.

UPCOMING CONTINUOUS IMPROVEMENT CYCLE

The service delivery plan executive committee should reconvene after the annual federal reports are submitted in fall 2019 to see if any recent results from the last performance period would provide reason for a recalibration of the service delivery plan. A more formal internal evaluation of the measurable program outcomes and evaluation results should happen in fall 2022 after the completion of PP21.

The next comprehensive needs assessment can be initiated in 2021-2022. Assembling the comprehensive needs team in fall 2022 would be ideal timing to complete a needs assessment and service delivery plan to go in effect in fall 2023.