



Wisconsin Migrant Education Program

Service Delivery Plan

May 2022 – August 2024



Wisconsin Department of Public Instruction

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin

This document is available from:

Title I and School Support
Migrant Education Program
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

<https://dpi.wi.gov/migrant>

September, 2022

Wisconsin Department of Public Instruction

Update January 2024 – This Service Delivery Plan is extended to August 2025

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or

parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Table of Contents

Executive Summary	1
Introduction	4
Legislative Mandate for Service Delivery Planning	4
Description of the Wisconsin Migrant Education Program	6
Description of the Planning Process.....	8
Plan Alignment.....	9
Results of the Comprehensive Needs Assessment	9
State Performance Targets.....	10
Service Delivery Strategies	11
Measurable Program Outcomes.....	11
Evaluation Plan	11
Program Alignment and Project Plan.....	12
Service Delivery Program Alignment and Project Plan	12
Literacy and Mathematics Program Alignment and Project Plan	12
School Readiness Program Alignment and Project Plan	14
High School Graduation and Out-of-School Youth (OSY) Achievement Program Alignment and Project Plan.....	15
Non-Instructional Support Services Program Alignment and Project Plan	20
Evaluation Plan	30
Components of the Wisconsin MEP Statewide Evaluation.....	30
Evaluation Data Collection Plan	32
Interpreting and Using Evaluation Results.....	35
Written Evaluation Report	36
Logic Model	36
Migratory Children Identified to Receive Priority for Services (PFS)	39
Identification and Recruitment Plan	40
Regulatory Requirements for ID&R Quality Controls	41
Ongoing Continuous Improvement of ID&R.....	42
Parent Engagement Plan.....	42
Structures to Support Migratory Parents	42
Exchange of Student Records	43
Statewide MEP Data Collection and Reporting System.....	43
Migrant Student Information Exchange (MSIX).....	44

Implementation and Accountability in Local Programs	45
Communication Plan.....	45
Professional Development and Technical Assistance.....	45
Sub-granting and Monitoring Process.....	47
Looking Forward.....	47
Appendix 1: Abbreviations and Acronyms	49
Appendix 2: Definition of Terms Related to the Service Delivery Plan	50
Appendix 3: Wisconsin Service Delivery Plan Committee Membership.....	51

Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP).

The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local education agencies (LEAs) to meet the unique needs of migratory children. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

Under the state's previous MEP SDP, critical changes were made to all facets of the program which well positions both state and local programs to implement the enhancements identified through the most recent CNA process. During 2019-21, a new service delivery model was introduced, establishing regional programs in five regions throughout the state. Significant improvements were made to the technical assistance provided to local programs, including a completely renovated website, added tools and resources, and improved communication. The state made strategic improvements to the ID&R program, including the addition of an agricultural specialist to direct recruitment, added statewide recruiters to the team, and improved coordination of ID&R efforts to emphasize collaboration and needs-based training. Finally, the data system was completely overhauled, moving to a new data system (MIS2000), which is now fully operational to exchange with the states student information system (WISE), and MSIX, improving both data quality, review, and reporting for use by local and state programs in ID&R and program planning.

The Wisconsin MEP conducted an update to the MEP SDP during 2021-22 utilizing the results of the updated CNA from 2020-21. During the four virtual SDP meetings held in 2021-22, SDP Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2022-23 performance period. Following are the key findings from the SDP meetings.

- Federal, state, and local goals and the needs of migratory children were organized within four goal areas: (1) Literacy and Mathematics; (2) School Readiness; (3) High School Graduation and Out-of-School Youth (OSY) Achievement; and (4) Non-Instructional Support Services.
- There are large achievement gaps between migratory and non-migratory students on Wisconsin state English Language Arts (ELA) and Mathematics assessments indicating a need for MEP supplemental reading and mathematics instructional services to support migratory student academic skills as well as services to eliminate barriers to school success.
- Particular attention is needed to support secondary students in understanding graduation requirements in multiple states, and guidance in course enrollment and credit accrual in order to improve graduation outcomes for migratory students.
- Social-emotional supports are needed to address the specific mental health needs of migratory students.
- Collaboration between recruiters, family liaisons, school districts, and regional programs is critical to address the need for high-quality, authentic family engagement to engage families in their child's learning and also form connections with local school and community.
- Eleven (11) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2022-23 performance period.
- Progress toward the 10 MPOs aligned to the strategies will be reported in the 2022-23 evaluation report. This report will document the evaluation of program implementation and performance results and provide implications for making decisions about the Wisconsin MEP.

Strategies and Initiatives under the 2022-24 SDP

Eleven strategies will be implemented under the SDP.

Strategy 1-1: Coordinate/provide supplemental instructional services to migratory students in grades K-12 in literacy and math.

Strategy 2-1: Coordinate with existing community preschool programs to facilitate access to school readiness instruction for migratory preschool children.

Strategy 2-2: Provide school readiness instruction to migratory preschool children who are not being served by another program.

Strategy 3-1: Coordinate/provide supplemental instructional services, including credit accrual/recovery, to secondary-aged migratory students.

Strategy 3-2: Coordinate/provide instructional and support services to out-of-school youth (OSY) that lead to developing the skills needed to further their education (e.g., access to iSOSY lessons; life skills; optional pathways to graduation; English language lessons; financial literacy).

Strategy 3-3: Coordinate/provide college and career readiness services for migratory students in grades 9-12 and OSY.

Strategy 4-1a: Engage families to build their capacity to support their children's learning.

Strategy 4-1b: Provide educational resources and equipment to families to support student learning.

Strategy 4-2: Coordinate/provide support services to migratory students and families.

Strategy 4-3: Provide professional development and networking opportunities for MEP staff focused on meeting the unique needs of migratory students.

Strategy 4-4: Provide social-emotional support for students.

The Project Plan in further sections details activities identified to implement these eleven strategies. They include the following critical initiatives:

- Implementation of an Educational Advocate at the state level, who will provide one-on-one support and guidance to secondary students regarding credit accrual and course alignment with other states for graduation.
- Enhancing the role of the statewide recruiters to support family engagement efforts and outreach of schools to form meaningful and supportive connections with families.
- A multidisciplinary team of MEP staff, engaged in DPI's Career Readiness Community of Practice, who will develop a career readiness curriculum and other resources for the statewide program.
- Under an action plan developed through OME's Learning Cycles Community of Practice, enhanced review of service delivery implementation statewide, to evaluate how programs can be improved to better engage students, encourage participation in the program, and meet goals for improved student outcomes through more consistent service delivery in all regions.
- Considerable improvements to the development and provision of professional development opportunities for MEP staff statewide.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA. Statute requires SEAs and local operating agencies (LOAs) to: (1) use MEP funds to "supplement, not supplant" non-federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided to non-migratory children (sections 1120A(b) and (c)). MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of children participating in MEP projects. SEAs and LOAs may not use MEP funds to supplant (i.e., replace) non-federal funds.

Under ESSA, state MEPs must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other federal programs;
- gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among local, state, and federal programs, including programs under Part A, early childhood programs, and language instructional programs under Part A of Title III;
- provides for the integration of available MEP services with other federal-, state-, or locally-operated programs; and
- is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESSA.

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state MEP Parent Advisory Council (PAC) or consultation with the parents of migratory children. [34 CFR § 200.83(b)].

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

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]

2. **Needs Assessment.** Identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** MPOs that the MEP will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA and help achieve the state's performance targets.
4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. Service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory children that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]
5. **Evaluation.** Description of how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

The following sections are recommended by the Office of Migrant Education (OME) at the U.S. Department of Education to ensure that MEP services are targeted and delivered efficiently and to support local projects in implementing the SDP.

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

In compliance with the guidance provided by OME, Wisconsin will update the comprehensive State SDP whenever it: (1) updates the statewide CNA; (2) changes the performance targets and/or MPOs; (3) significantly changes the services that the MEP will provide statewide; or (4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the CNA that was completed in September 2021.

Description of the Wisconsin Migrant Education Program

The Wisconsin MEP oversees the implementation of MEP services during the summer in five regions across the State. The regions provide eligible migratory students with needs-based supplemental educational and educationally related services to be successful in school and graduate college and career ready. Services are designed to facilitate continuity of instruction to eligible students who migrate between Wisconsin and other states, within the State of Wisconsin, and across international borders. Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- In 2020-21, Wisconsin had 391 eligible migratory students ages 0-21 (382 Category 1 migratory students ages 3-21).
- 9% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- 47% of migratory children/youth 0-21 had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- 75% of migratory students ages 3-21 were categorized as having PFS.
- 45% of migratory students ages 3-21 were identified as being English learners (ELs).

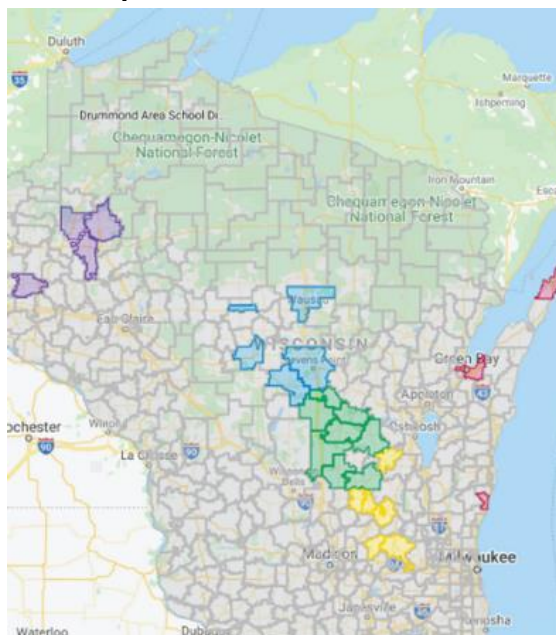
During the 2020-21 performance period, 19% of the 382 eligible migratory students ages 3-21 were served during the summer of 2021; 15% received MEP instructional services; and 18% received MEP support services.

During the 2018-19 academic year, the service delivery model of the Wisconsin MEP changed from year-round to summer-only and the program was reorganized into regions.

Five funded regions currently provide summer MEP services throughout the state:

1. Northwest Region (purple on map)	4. Rock River Region (yellow on map)
2. Central Region (blue on map)	5. Bay Area Region (red on map)
3. Pine River Region (green on map)	

Map of Wisconsin's MEP Sites

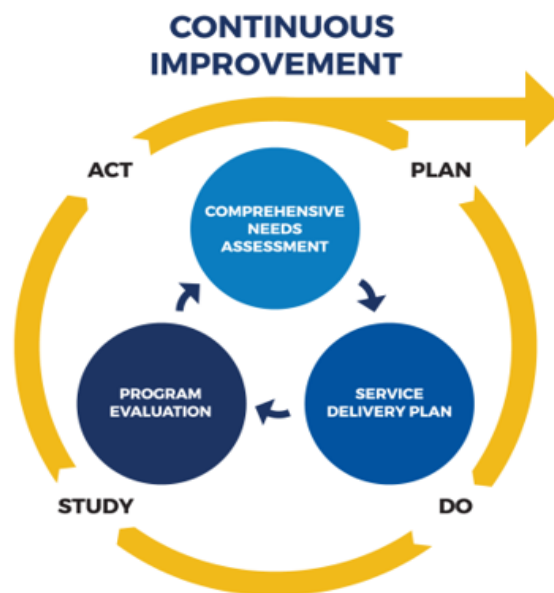


Regional programs provide instructional and support services in reading and math, school readiness instruction to preschool-age children, and secondary credit accrual for high school-age migratory students. Regional programs provide instructional and support services to out-of-school youth to help further their education, and all families are provided support services and referrals to help meet basic needs. All programs involve migratory parents in engagement activities to build their capacity to support their children's education.

Description of the Planning Process

The Wisconsin MEP follows the Continuous Improvement Cycle (shown below) as recommended by OME in its CNA and SDP Toolkits (2018). In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:

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



Development of the Wisconsin MEP SDP was a systematic process involving a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies and MPOs. The SDP Committee included individuals representing the community; migratory family representatives; MEP administrators; the SEA; and individuals with expertise in reading, mathematics, graduation/dropout prevention, serving OSY, family literacy, professional development (PD), ID&R, and early childhood education. Several members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process to ensure systems are aligned to meet migratory students' unique needs. The full list of SDP Committee members is provided in [Appendix 3](#).

META Associates led the Wisconsin SDP Committee through the service delivery planning process as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). The Committee reviewed the work that the NAC completed during the CNA process. The SDP Committee met virtually four times and the timetable below highlights the activities at each meeting.

Wisconsin SDP Timelines

Activity	Timelines
SDP Meeting #1a: Understand the SDP planning cycle and roles and responsibilities of the committee; select goal area groups; identify SDP measurable outcome-based implementation strategies for the MEP to use to address concerns from the CNA	11/30/21
SDP Meeting #1b: Review and refine strategies and identify ways to implement strategies	12/7/21
SDP Meeting #2a: Finalize strategies and identify resources to implement the strategies	1/11/22
SDP Meeting #2b: Review and revise MPOs for all goal areas; review and provide feedback on evaluation strategies/questions and data collection tools; and discuss SDP communication and implementation	2/1/22
Draft the SDP report	6/28/22
Finalize the SDP report	12/30/22

Plan Alignment

Each required component of the SDP has its own function, but all are aligned to the results of the Comprehensive Needs Assessment and the five goal areas established through that process (Literacy and Mathematics; School Readiness; High School Graduation and OSY Achievement; and Non-Instructional Support Services). Based on the results of the CNA and the state's identified performance targets, the specific service delivery strategies within the SDP will achieve measurable program outcomes, and the Evaluation Plan will monitor implementation of those strategies for ongoing continuous improvement to achieve the goals for student success.

The Service Delivery Program Alignment and Project Plan chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve the Wisconsin State performance goals and targets and guide the evaluation.

Results of the Comprehensive Needs Assessment

During 2020-21, the Wisconsin NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. The NAC developed concern statements based on migratory student achievement and outcomes data. Data for the CNA was collected from the Wisconsin migratory student information database, MIS2000; Department of Public Instruction (DPI) databases; and surveys of staff and migratory parents and students to create a student data profile. The NAC then analyzed data and provided expertise to identify possible solutions and determine priorities for services. During the CNA meetings (held virtually due to the pandemic), the NAC reached consensus on how to identify needs, additional issues/data to explore, and next steps to determine a plan for addressing migratory student needs. Following is the Wisconsin Migratory Student Profile created for the CNA and updated with the most recent data (2020-21) that lists the needs identified in numerous categories.

Wisconsin Migratory Student Profile (Data from 2020-21)

Eligible Migratory Students	391
Grade Distribution	Ages 0-2 (2%), Ages 3-5 (11%), Grades K-2 (14%), Grades 3-5 (24%), Grades 6-8 (25%), Grades 9-12 (24%), OSY (0%)
Priority for Services	285 (75%) of the 382 eligible children ages 3-21
English Learners	173 (45%) of the 382 eligible children ages 3-21
Disrupted Schooling	185 (47%) of all eligible migratory students had a QAD within the last 12 months
Migratory students served during the summer	71 (19%) of the 382 eligible children ages 3-21
Migratory students receiving instructional services	59 (82% of served, 15% of children ages 3-21)
Migratory students receiving reading and mathematics instruction	Reading – 43 (60% of served; 11% of eligible) Math – 51 (13% of served; 9% of eligible)
Migratory students receiving support services	69 (96% of served, 18% of eligible children ages 3-21)
Migratory students receiving counseling services	63 (88% of served; 16% of eligible children ages 3-21)
Migratory students scoring proficient on State reading and mathematics assessments (2019)	ELA - 11% (40% for non-migratory students) Math – 9% (38% for non-migratory students)
OSY eligible/served	No eligible OSY
High School Graduation Rate	Migratory – 72.7%, Non-Migratory – 89.5%
Dropout Rate	Migratory – 3.5%, Non-Migratory – 1.1%

The Wisconsin MEP CNA results provided the State with clear direction for planning services to migratory children and youth. The Wisconsin MEP CNA Report (on file with the Wisconsin MEP) shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the possible solutions created by the NAC for each goal area. The needs assessment results described in the CNA Report were used as a foundation for the services and strategies of this SDP. The NAC identified possible solutions that the SDP Committee used for the development of service delivery strategies during the SDP planning process. Prioritized solutions from the CNA can be found in the SDP Decisions and Planning Chart kept on file with the Wisconsin MEP.

State Performance Targets

The Wisconsin State performance targets for migratory students in ELA, mathematics, and graduation work in concert with the priorities and goals for all students established by the State as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the 2022-23 goal for academic achievement and graduation as shown below.

Wisconsin Goals for Academic Achievement

	2020-2021	2021-2022	2022-2023
English Language Arts	46.3%	47.3%	48.3%
Mathematics	45.2%	46.2%	47.2%
Graduation	89.7%	90.1%	90.4%

Source: Wisconsin ESSA Consolidated State Plan

Service Delivery Strategies

The SDP Committee identified service delivery strategies to address the needs and incorporate the potential solutions identified during the CNA process. There is one strategy for Literacy and Mathematics, two strategies for School Readiness, three strategies for High School Graduation and OSY Achievement, and five strategies for Non-Instructional Support Services. The SEA and local regional programs will work in collaboration to implement the strategies and corresponding activities statewide.

Measurable Program Outcomes

MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated. The alignment of the MPOs to the strategies is demonstrated in the Service Delivery Project Plan on the following pages. The SDP Committee created these MPOs to reflect the State performance targets and needs and solutions identified during the CNA process.

Evaluation Plan

The SDP Committee developed a plan to evaluate: 1) program results (that relate to the State performance indicators/targets, Government Performance and Results Act [GPRA] measures, and MEP MPOs); and 2) program implementation (that relate to the implementation of the service delivery strategies). The MEP Evaluation Plan is rooted in the alignment between the required components of the SDP, as demonstrated in the Service Delivery Project Plan later in this report. The following section explains the Evaluation Plan in detail.

Program Alignment and Project Plan

Service Delivery Program Alignment and Project Plan

Based on priorities and initiatives identified by the SDP Committee, the state MEP team developed the following project plan to implement the service delivery strategies in this SDP and demonstrate program alignment between all required components of the SDP. The team also identified resources needed to operationalize the strategies (e.g., staffing, funding, materials).

Literacy and Mathematics Program Alignment and Project Plan

Goal Area #1 Literacy and Mathematics				
State Performance Targets: In 2022-23, 48.3% of students will score proficient or advanced on the Wisconsin Forward ELA Assessments. In 2022-23, 47.2% of students will score proficient or advanced on the Wisconsin Forward Math Assessments.				
Concern Statement: We are concerned that the Wisconsin MEP is not adequately supporting migratory students to meet proficiency on the Math and ELA State assessments leading to significant proficiency gaps between migratory and non-migratory students.				
Data Summary: In 2021, 11% of migratory students scored proficient on State ELA assessments compared to 40% of non-migratory students; and 9% of migratory students scored proficient on State math assessments compared to 38% of non-migratory students.				
Need Statement: <i>The gap (29% in ELA and 29% in math) between migratory and non-migratory students in ELA and math proficiency needs to be eliminated.</i>				
Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 1-1: Coordinate/ provide supplemental instructional services to	Regional programs will provide supplemental literacy and math instructional services during summer intercession that is: <ul style="list-style-type: none"> Appropriate, needs-based, differential instruction 	September 2022, 2023, 2024	LOA	MPO 1A: By the end of the summer term (2022, 2023, 2024), 80% of migratory students receiving

migratory students in grades K-12 in literacy and math.	<ul style="list-style-type: none"> Based on an evaluation/needs assessment of students when they arrive, or based on evaluative/assessment data obtained from the student's previous school Evidence-based 			MEP summer reading instruction will make "some" or "a lot" of progress toward instructional objectives as documented on the student progress rating scale.
	Build capacity for providing minimal instructional services statewide for students not currently living within regional service areas	September 2022	SEA	
	Build capacity of regions to expand service areas, or add regional programs as needed, as families/students are identified in new geographic locations in the state	Ongoing	SEA and LOA	MPO 1B: By the end of each summer term (2022, 2023, 2024), 80% of migratory students receiving MEP summer math instruction will make "some" or "a lot" of progress toward instructional objectives as documented on the student progress rating scale.
	Under the OME Learning Cycles Community of Practice Action Plan, conduct an assessment of service provision statewide. The assessment will include a review of individual regional programs for curriculum used, learning models, student engagement strategies, and develop a plan for improved and more consistent instructional service provision statewide.	September 2023	SEA	
	Develop rubric and guidance for implementing progress rating for student instructional objectives	July 2022	SEA	
Evaluation Questions for Program Results MPO 1A: What percentage of migratory students receiving MEP summer reading instruction scored "some" or "a lot" of progress toward instructional objectives on the student progress rating scale?				

MPO 1B: What percentage of migratory students receiving MEP summer math instruction scored “some” or “a lot” of progress toward instructional objectives on the student progress rating scale?
Evaluation Questions for Program Implementation
MPO 1A: What types of instructional services in reading were provided to migratory students by the MEP?
MPO 1B: What types of instructional services in math were provided to migratory students by the MEP?

School Readiness Program Alignment and Project Plan

Goal Area #2				
State Performance Target: Wisconsin does not have a State Performance Target for school readiness.				
Concern Statement: We are concerned that instructional services are not being provided through regional programming to migratory children ages 3-5 (not attending kindergarten). We are concerned that access to preschool programming is not provided to migratory children ages 3-5 (not attending kindergarten).				
Data Summary: In 2019-20, 16% of eligible migratory children ages 3-5 (not attending kindergarten) received MEP instructional services during summer 2020. In 2021, the NAC Goal Area Group reported that migratory preschool children are not being served by other preschool programs due to lack of enrollment slots, timing of moves, distances to programming, and lack of knowledge/assistance with locating available programs.				
Need Statement: <i>Instructional services through regional programming need to be provided to a higher number of migratory children ages 3-5 (not attending kindergarten); and increase the participation of migratory children ages 3-5 (not attending kindergarten) in preschool programming.</i>				
Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 2-1: Coordinate with existing community preschool programs to facilitate access to	Coordinate services with existing community preschool programs by: <ul style="list-style-type: none"> Building relationships and establishing formal partnerships with local agencies providing preschool services. 	September 2022, 2023, 2024	SEA and LOA	MPO 2A: By the end of the summer term (2022, 2023, 2024), 80% of preschool-aged migratory

school readiness instruction for migratory preschool children.	<ul style="list-style-type: none"> Increasing awareness of and connecting families to high-quality local preschool programming Distributing information about services offered and costs. Assisting families with enrollment in local programs. 			children receiving MEP school readiness instruction during the summer will make “some” or “a lot” of progress toward school readiness objectives as documented on the student progress rating scale.
Strategy 2-2: Provide school readiness instruction to migratory preschool children who are not being served by another program.	Regional programs will provide either home-based or site-based school readiness instruction to children not being served by another program during summer intercession.	September 2022, 2023, 2024	LOA	
	Develop rubric and guidance for implementing progress rating for student instructional objectives	July 2022	SEA	
Evaluation Questions for Program Results				
What percentage of migratory preschool-aged children that receive MEP school readiness instruction during the summer scored “some” or “a lot” of progress toward school readiness objectives on the student progress rating scale?				
Evaluation Questions for Program Implementation				
What types of MEP programming were provided to migratory preschool children?				

High School Graduation and Out-of-School Youth (OSY) Achievement Program Alignment and Project Plan

Goal Area #3 High School Graduation and OSY Achievement
State Performance Target: In 2022-23, the graduation rate for all students will be 90.4%.
Concern Statement: We are concerned that adequate access to instruction for migratory students is not being provided to complete graduation requirements on time. We are concerned that needed instructional and/or support services to OSY are not being provided to address their needs. We are concerned that adequate information and support to OSY and students in grade 9-12 on college and career options are not being provided.
Data Summary: In 2019, 63.2% of migratory students graduated compared to 90.6% of non-migratory students.
Need Statement: <i>The graduation gap between migratory and non-migratory students (27.4%) needs to be eliminated.</i>

Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 3-1: Coordinate/ provide supplemental instructional services, including credit accrual/ recovery, to secondary-aged migratory students.	Regional programs will provide supplemental instructional services, including credit accrual and recovery, to secondary students during summer intersession. Services will include: <ul style="list-style-type: none"> • Coordination with the MEP Educational Advocate and other regions and districts to identify effective strategies for supporting secondary students in meeting graduation requirements. 	September 2022, 2023, 2024	LOA	MPO 3A: By the end of each summer term (2022, 2023, 2024), 50% of secondary-aged migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.
	Implement the use of a state level Educational Advocate to assist students, regions, and school districts statewide to support secondary students in meeting graduation requirements by: <ul style="list-style-type: none"> • Providing individualized counseling support services to secondary students regarding credit requirements and graduation • Providing support to students to complete coursework (online or school-based) for credit accrual. • Coordinating with counselors and administrators from other districts/states to ensure there is communication regarding credits for 	July 2022	SEA	

	secondary students moving from district to district			
	Collaborate with the Texas Migrant Interstate Program (TMIP) to provide students the support needed for credit transfers, credit accrual, and Texas STAAR testing: <ul style="list-style-type: none"> • Finalize the formal agreement between TMIP and Wisconsin DPI for STAAR testing • Educational Advocate will complete STAAR testing training • Ongoing collaboration between TMIP and WI to support student transfer of records and educational continuity. 	Ongoing	SEA	
Evaluation Questions for Program Results What percentage of secondary-aged migratory students that took a class for credit recovery/credit accrual obtained credit toward high school graduation?				
Evaluation Questions for Program Implementation In what courses did migratory students enroll in for credit?				
Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 3-2: Coordinate/ provide instructional and support services to OSY that lead to developing the skills needed to further	Regional programs will provide instructional services to OSY during summer intercession that include any of the following: <ul style="list-style-type: none"> • Project-based learning, • Opportunities to earn partial credits, • credit for work experience, • iOSY lessons, 	September 2022, 2023, 2024	LOA	MPO 3B: By the end of each summer term (2022, 2023, 2024), 10% of eligible migratory OSY will receive at least one

their education (e.g., access to iSOSY lessons; life skills; optional pathways to graduation; English language lessons; financial literacy).	<ul style="list-style-type: none">English language lessons,financial literacy and other life skills Regional programs will provide advocacy to OSY to connect them with services for which they are eligible by: <ul style="list-style-type: none">Collaborating with community partners (e.g., HEP, technical schools) to provide instruction for OSY who are no longer able to attend high schoolProvide OSY with information about optional pathways toward graduation, including high school equivalency			service from the MEP.
	MEP Recruiters will provide OSY with advocacy to connect them with services for which they are eligible by: <ul style="list-style-type: none">Collaborating with community partners (e.g., HEP, technical schools) to provide instruction for OSY who are no longer able to attend high schoolConnecting OSY with resources such as iSOSY lessons; English language lessons; financial literacy and other life skills instructional resources.	Ongoing	SEA	
Evaluation Questions for Program Results				
What percentage of migratory OSY received at least one MEP service during the performance period?				
Evaluation Questions for Program Implementation				
What types of MEP services were provided to OSY?				

Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 3-3: Coordinate/ provide college and career readiness services for migratory students in grades 9-12 and OSY.	Regional programs will provide college and career readiness services for migratory students in grades 9-12 and OSY during summer intercession that include any of the following: <ul style="list-style-type: none"> • Career exploration/counseling/military options (e.g., Challenge Academy at Fort McCoy) • Facilitating opportunities for summer apprenticeships to introduce students to career interests • Providing information about post-secondary options (e.g., scholarships, college applications, FAFSA) • Providing or coordinating college and other post-secondary campus visits • One-on-one support with migratory students/ families to complete the FAFSA, college applications, scholarship applications, or other applications for career and college opportunities 	September 2022, 2023, 2024	LOA	MPO 3C: By the end of each summer term (2022, 2023, 2024), 80% of migratory students in grades 9-12 and OSY completing surveys will report that the services they received increased their knowledge about college and career readiness.
	A multi-region team of summer regional staff, led by state MEP Staff, will participate in the Career Readiness Community of Practice (CoP), coordinated by the DPI Academic and Career Planning Team October 2022 through April 2023. The	May 2023	SEA and LOA	

	Team will develop Career Readiness curriculum, guidance, and professional development resources for the statewide summer program.			
Evaluation Questions for Program Results				
What percentage of migratory students in grades 9-12 and OSY responding to a survey reported that the services they received increased their knowledge about college and career readiness?				
Evaluation Questions for Program Implementation				
What type of information was provided to migratory high school students and OSY regarding college and career readiness?				

Non-Instructional Support Services Program Alignment and Project Plan

Goal Area #4 Non-Instructional Support Services
State Performance Target: The delivery of non-instructional support services to migratory students is a provision under Title IC. There is no specific Wisconsin State Performance Target for support services.
Concern Statement: We are concerned that families are not being provided with adequate educational resources to support student learning. We are concerned that students and families are not being provided adequate opportunities and information to access support services (e.g., physical and mental health, dental, non-academic services). We are concerned that staff are not being provided sufficient professional development instruction in order to build their capacity to support migratory students. We are concerned that the social-emotional needs of migratory students are not being adequately supported.
Data Summary: In 2020-21, 92% of staff surveyed reported student need for books/materials/supplies; 60% of parents surveyed reported a need for educational materials at home; 67% of community partners surveyed reported that migratory students and families need access to health and mental health services; 50% of parents surveyed reported a need for health services; the NAC Goal Area Group reported that migratory students need services to address social emotional learning (SEL), especially addressing needs resulting from the social isolation and impact of the COVID-19 pandemic; and community partners reported migratory student/family needs related to programming that supports mental wellness as well as mental health support and education on receiving the COVID-19 vaccine.
Need Statement: <i>The percentage of migratory children and youth and their family members receiving support services needs to increase in order to eliminate barriers to success in school.</i>

Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 4-1a: Engage families to build their capacity to support their children's learning.	<p>Regional programs will provide high quality family engagement through use of the following strategies:</p> <ul style="list-style-type: none"> • Family Liaisons to conduct outreach to families, provide resources, and provide information regarding services available through the MEP • Gain input and feedback from families to inform summer programming • Provide center-based, mobile-based, and home-based parent engagement activities in literacy and math • Provide resources to families for supporting child's learning at home • Provide an open house for families to learn about student activities and connect with MEP staff • Host summer family enrollment events to assist families in connecting with their school districts • Provide information to parents about high school graduation requirements and post-secondary options • Provide information and resources for parents of preschoolers about the importance of school readiness 	September 2022, 2023, 2024	LOA	MPO 4A: By the end of each summer term (2022, 2023, 2024), 80% of migratory parents surveyed will report that the MEP helped to increase their skills to support their child's learning.

	<ul style="list-style-type: none"> • Coordinate with other programs or community resources to coordinate parent involvement activities 			
	Develop an exploratory committee to consider the need and ability of a statewide Migratory Parent Advisory Council to provide input on program development and implementation	January 2024	SEA	
	<p>MEP statewide recruiters will fully enhance family engagement activities to include:</p> <ul style="list-style-type: none"> • Assisting families with school enrollment • Supporting local schools with outreach efforts to families • Connections with families during the school year who have moved out of state for the winter • Providing additional levels of support (connections, family nights, materials and resources) to new families found during the summer • Coordinating with other programs or community resources to coordinate parent involvement activities 	January 2023	SEA	

Strategy 4-1b: Provide educational resources and equipment to families to support student learning.	Regional programs will: <ul style="list-style-type: none"> • Provide educational resources both at home and in the classroom such as Wi-Fi hotspots, and loaner computers for remote learning • Implement a home visitation program in each region (teachers/paras/staff visiting families at home) to share educational materials and provide instruction about how to use them • Provide school supplies to all families or coordinate with local agencies to provide school supplies 	September 2022, 2023, 2024	LOA	
	MEP Recruiters will provide parents with advocacy to support school districts and regional programs in: <ul style="list-style-type: none"> • Assessing family needs for instructional and support services (family assessment tool is embedded in the Wisconsin COE) • Coordinating provision of materials, resources, and referrals to support services 	Ongoing	SEA	
	SEA will provide guidance to school districts through technical assistance regarding promising practices to support migrant family needs and encouraging supportive practices such as providing school fee waivers, referrals to school	Ongoing	SEA	

	homeless liaison, and connecting families with local resources.			
Evaluation Questions for Program Results				
What percentage of parents responding to surveys reported that they increased their skills for supporting their child's learning?				
Evaluation Questions for Program Implementation				
What types of parent activities were offered to migratory parents?				
Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 4-2: Coordinate/provide support services to migratory students and families.	Regional Programs will coordinate support services for families through the following strategies: <ul style="list-style-type: none"> • Ongoing communication with statewide recruiters to assess and address family support needs. • Conducting a needs assessment of family needs at outset of programs • Utilizing a regional family liaison to build trust and relationships with families to assess and address support needs • Establishing partnerships with community agencies who provide access and direct services to support needs such as housing, food, health and mental health care, dental care, financial assistance, and job assistance, in order to make referrals, coordinate provision of services, and 	September 2022, 2023, 2024	LOA	MPO 4B: By the end of each summer term (2022, 2023, 2024), 50% of migratory children and youth will receive MEP-funded support services.

	provide information and advocacy (e.g., transportation, interpretation) to families for accessing services. <ul style="list-style-type: none">Providing family access to English language learning opportunities			
	Facilitate annual networking sessions between summer regional liaisons and community service providers	July 2022, 2023, 2024	SEA	
	Implement new strategies to support state ID&R Team to provide minimal support services to families statewide	July 2022	SEA	
	MEP Recruiters will provide parents with advocacy to support school districts and regional programs in: <ul style="list-style-type: none">Assessing family needs for instructional and support services (family assessment tool is embedded in the Wisconsin COE)Coordinating provision of materials, resources, and referrals to support services	Ongoing	SEA	
Evaluation Questions for Program Results				
What percentage of migratory children and youth received MEP-funded support services?				
Evaluation Questions for Program Implementation				
What types of MEP-funded support services were provided to migratory children and youth?				
		Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategies	Activities for Strategy Implementation			
Strategy 4-3: Provide professional development and	Facilitate ongoing networking opportunities for regional MEP staff including a full-day retreat for all MEP	September 2022, 2023, 2024	SEA	MPO 4C: By the end of each summer term (2022, 2023,

networking opportunities for MEP staff focused on meeting the unique needs of migratory students.	staff before summer programming begins, and ongoing information sharing sessions for regional coordinators and other MEP staff providing direct services, to share information regarding best practices and program implementation.			2024), 80% of MEP staff surveyed who received MEP professional development will report that the training increased their skills for supporting the unique needs of migratory students.
	<p>Develop/identify and provide professional development opportunities and resources for all MEP staff on the following topics:</p> <ul style="list-style-type: none"> • Assistance to secondary students for meeting graduation requirements • Effective instructional services during a short summer program • Providing minimal yet effective instructional services to students who cannot easily access full summer programming • The effects of mobility on students • School readiness and the importance of preschool services • The rules and regulations of the MEP • Career Readiness (presented by the MEP Career Readiness CoP team) • Culturally relevant instructional practices 	Ongoing, with all topics covered by September 2024	SEA	

	<ul style="list-style-type: none"> Developing and coordinating family engagement activities to provide support to families Differentiating instruction and serving migratory English Learners 			
	Facilitate access to professional development at both the state and local level for all MEP staff, on topics related specifically to serving the needs of migrant students and families	September 2022, 2023, 2024	LOA	
	A multi-region team of summer regional staff, led by state MEP Staff, will participate in the Career Readiness Community of Practice (CoP), coordinated by the DPI Academic and Career Planning Team October 2022 through April 2023. The Team will develop Career Readiness curriculum, guidance, and professional development resources for the statewide summer program.	May 2023	SEA and LOA	
	Develop a comprehensive list of national and state resources for local programs to include on the Wisconsin MEP website, including a list of state and national MEP-funded professional development opportunities	December 2023	SEA	
Evaluation Questions for Program Results What percentage of staff reported that MEP training increased their skills for supporting the unique needs of migratory students?				

Evaluation Questions for Program Implementation

What types of professional development opportunities were offered to staff?

Strategies	Activities for Strategy Implementation	Projected Completion Date	Agency/Level (SEA or LOA) Responsible	Measurable Program Outcomes
Strategy 4-4: Provide social-emotional support for students.	Regional programs will provide or coordinate social-emotional support through activities which include: <ul style="list-style-type: none"> • Incorporating the guiding principles of trauma sensitive schools into all aspects of the program • Teaching and practicing social and emotional learning skills to students and families • Training staff and students in suicide prevention • Training staff on culturally responsive practices • Collaborating with community-based service providers to meet students' social-emotional needs • Coordinating counselors or social workers as part of summer program to conduct regular check-ins with students and families and provide social-emotional support 	September 2022, 2023, 2024	LOA	MPO 4D: By the end of each summer term (2022, 2023, 2024), 80% of MEP staff surveyed will report the social-emotional support provided to migratory children and youth by the MEP was effective for supporting their needs.
	Develop/identify and provide professional development opportunities and resources for all MEP staff on the	September 2023	SEA	

	provision of social-emotional support for students.			
Evaluation Questions for Program Results What percentage of staff responding to surveys reported that the social-emotional support provided to migratory children and youth was effective for supporting their needs?				
Evaluation Questions for Program Implementation What types of social-emotional support was provided to migratory children and youth by the MEP?				

Evaluation Plan

Components of the Wisconsin MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Wisconsin MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP, and determining migratory student progress toward the State's MEP MPOs, State performance targets (Performance Goals 1 and 5), and MEP GPRA measures. Following are the key components of the Wisconsin MEP evaluation.

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

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

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.
5. determine whether the MEP is effective and document its impact on migratory children;
6. improve program planning by comparing the effectiveness of different types of interventions;

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

To accomplish this, the Wisconsin MEP evaluation examines both program implementation and program results (or outcomes) as required by OME.

The evaluation of the Wisconsin MEP will address the following questions regarding program *implementation*.

- What types of instructional services in reading were provided to migratory students by the MEP?
- What types of instructional services in math were provided to migratory students by the MEP?
- What types of MEP programming were provided to migratory preschool children?
- In what courses did migratory students enroll in for credit?
- What types of MEP services were provided to OSY?
- What type of information was provided to migratory high school students and OSY regarding college and career readiness?
- What types of parent activities were offered to migratory parents?
- What types of MEP-funded support services were provided to migratory children and youth?
- What types of professional development opportunities were offered to staff?
- What types of social-emotional support was provided to migratory children and youth by the MEP?

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

The evaluation of the Wisconsin MEP will address the following questions regarding program results.

- What percentage of migratory students receiving MEP summer reading instruction scored "some" or "a lot" of progress toward instructional objectives on the student progress rating scale?
- What percentage of migratory students receiving MEP summer math instruction scored "some" or "a lot" of progress toward instructional objectives on the student progress rating scale?

- What percentage of migratory preschool-aged children that received MEP school readiness instruction during the summer scored “some” or “a lot” of progress toward school readiness objectives on the student progress rating scale.
- What percentage of secondary-aged migratory students that took a class for credit recovery/credit accrual obtained credit toward high school graduation?
- What percentage of migratory OSY received at least one MEP service during the performance period?
- What percentage of migratory students in grades 9-12 and OSY responding to a survey reported that the services they received increased their knowledge about college and career readiness?
- What percentage of parents responding to surveys reported that they increased their skills for supporting their child’s learning?
- What percentage of migratory children and youth received MEP-funded support services?
- What percentage of staff reported that the training increased their skills for supporting the unique needs of migratory students?
- What percentage of staff responding to surveys reported that the social-emotional support provided to migratory children and youth was effective for supporting their needs?

As part of the program results evaluation, progress is measured and reported toward the State performance targets, the GPRA measures, and the MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, staff ratings of student progress toward learning objectives, records reviews, and other sources identified in this Evaluation Plan.

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CFR 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by an external evaluator in collaboration with Wisconsin MEP staff. These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, and MEP strategies and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected are listed in the tables that follow. Each data element is accompanied by a notation regarding the frequency of collection, the individual or agency responsible, and the source of the data. Data on migratory students and services will be collected by the State from each of its local projects. Data sources include student assessment results (e.g., State ELA and Mathematics Assessments), MIS2000, migrant staff, and migratory students and parents. Specific training and technical assistance is provided to all regional programs to ensure successful completion of and accuracy of all data collection.

Data element	Who collects?	How collected?	When collected?
Parent activities provided by the Wisconsin State MEP and LOAs	DPI and LOAs	DPI records and FSI	Program year end
Professional development provided by the Wisconsin State MEP and LOAs	DPI and LOAs	DPI records and FSI	Program year end
Performance period migratory student counts for each region: number eligible (PFS/non-PFS), number served (PFS/non-PFS)	DPI	MIS2000	Program year end
MEP support services provided to migratory students during the performance period and the number of students receiving each (i.e., transportation, instructional supplies, educational advocacy)	DPI	MIS2000	Program year end
MEP instructional services provided to migratory students during the performance period and the number of students receiving each (i.e., mathematics instruction, reading instruction, credit accrual)	DPI	MIS2000	Program year end
Performance period migratory student demographics and MEP services as reported in the Consolidated State Performance Report (CSPR)	DPI	MIS2000 & CSPR Data Check Sheet	Program year end
Level of implementation of the strategies	DPI and LOAs	FSI	Program year end

Literacy and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 1A: By the end of the summer term (2022, 2023, 2024), 80% of migratory students receiving MEP summer reading instruction will make “some” or “a lot” of progress toward instructional objectives as documented on the student progress rating scale.	LOAs and DPI	Teacher ratings of student progress toward learning goals as documented in MIS2000	Program year end
MPO 1B: By the end of each summer term (2022, 2023, 2024), 80% of migratory students receiving MEP summer math instruction will make “some” or “a lot” of progress toward instructional objectives as	LOAs and DPI	Teacher ratings of student progress toward learning goals as documented in MIS2000	Program year end

Literacy and Mathematics MPOs	Who collects?	How collected?	When collected?
documented on the student progress rating scale.			

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 2A: By the end of the summer term (2022, 2023, 2024), 80% of preschool-aged migratory children receiving MEP school readiness instruction during the summer will make “some” or “a lot” of progress toward school readiness objectives as documented on the student progress rating scale.	LOAs and DPI	Teacher ratings of student progress toward learning goals as documented in MIS2000	Program year end

HS Graduation and OSY Achievement MPOs	Who collects?	How collected?	When collected?
MPO 3A: By the end of each summer term (2022, 2023, 2024), 50% of secondary-aged migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.	LOAs and DPI	Number of secondary-aged migratory students who participated in an MEP credit accrual program that received HS credit(s) as documented in MIS2000	Program year end
MPO 3B: By the end of each summer term (2022, 2023, 2024), 10% of eligible migratory OSY will receive at least one service from the MEP.	DPI	Number of eligible migratory OSY receiving services from the MEP as documented in MIS2000.	Program year end
MPO 3C: By the end of each summer term (2022, 2023, 2024), 80% of migratory students in grades 9-12 and OSY completing surveys will report that the services they received increased their knowledge about college and career readiness.	LOAs and DPI	Migratory student/ OSY ratings on the Wisconsin MEP Student Survey	Program year end

Non-Instructional Support Services MPOs	Who collects?	How collected?	When collected?
MPO 4A: By the end of each summer term (2022, 2023, 2024), 80% of migratory parents surveyed will report that the MEP helped to increase their skills to support their child's learning.	LOAs and DPI	Parent ratings on the Wisconsin MEP Parent Survey	Program year end
MPO 4B: By the end of each summer term (2022, 2023, 2024), 50% of migratory children and youth will receive MEP-funded support services.	DPI	Number of eligible migratory children and youth receiving MEP support services during the performance period as documented in MIS2000.	Program year end
MPO 4C: By the end of each summer term (2022, 2023, 2024), 80% of MEP staff surveyed who received MEP professional development will report that the training increased their skills for supporting the unique needs of migratory students.	LOAs and DPI	Staff ratings on the Wisconsin MEP Staff Survey	Program year end
MPO 4D: By the end of each summer term (2022, 2023, 2024), 80% of MEP staff surveyed will report the social-emotional support provided to migratory children and youth by the MEP was effective for supporting their needs.	LOAs and DPI	Staff ratings on the Wisconsin MEP Staff Survey	Program year end

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

Interpreting and Using Evaluation Results

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

- distributing materials to support PD activities among Wisconsin MEP staff during regional meetings and statewide workshops;

- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from state and national reading, mathematics, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- providing one-on-one technical assistance in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

The Wisconsin MEP will perform an annual performance results evaluation and prepare a written evaluation report. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migratory students are being met by the Wisconsin MEP.

Use of an external evaluator will help ensure objectivity in evaluating the Wisconsin MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. The evaluators collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in this SDP; and determine the extent to which progress was made toward State Performance Goals 1 and 5, the Wisconsin MEP MPOs, and the GPRA measures.

Logic Model

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

Wisconsin Migrant Education Program Logic Model

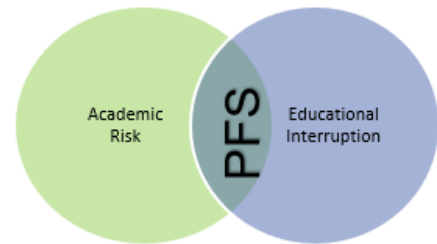
Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -MEP allocation -MEP staff (DPI, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education) Information: -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -MIS2000 data -MSIX data -Needs assessment data -Evaluation data (results and implementation) Materials: -Technology -Evidence-based curriculum -College awareness and High School Equivalency	Student services: -Supplemental instructional services (e.g., literacy/ language, mathematics, school readiness, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) Family services: -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Council Staff training: -MEP staff professional development Programming -Continuous Improvement Cycle -SEA monitoring/technical assistance	Student outputs: -Participation in MEP supplemental ELA and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Services to migratory students provided by collaborators Family outputs: -Participation in family engagement and literacy activities Staff outputs: -Participation in staff training -Use of evidence-based curriculum and instructional strategies	Student outcomes: -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student ELA and mathematics skills -Secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to migratory student success in school Family outcomes: -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy	Student outcomes: -Interim performance targets met on the Wisconsin Forward Exam and ACT Aspire -Increased percentage of students completing Algebra I or a higher level math course by the 11 th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased student participation in MEP services (instructional, support, summer) -Increased student/OSY awareness about credit accrual options -Increased number of students/OSY that are on track for graduation	Student outcomes: -Increased percentage of migratory students scoring proficient or above on the Wisconsin Forward Exam and ACT Aspire -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased dropout rates -Increased percentage of migratory students that enter and succeed in post-secondary education -Increased percentage of migratory students with the 21 st Century skills to be successful in post-secondary education and careers

(HSE)/General Educational Development (GED) materials -Family engagement materials -Professional development materials	-Identification and recruitment	Programmatic outputs: -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support	Staff outcomes: -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students Programmatic outputs: -Improved ID&R -Evaluation results used to inform programming and services	Family outcomes: -Increased parent skills for supporting their children's education Staff outcomes: -Increased MEP staff skills for supporting migratory students Programmatic outcomes: -MEP services found effective through the evaluation sustained	Family outcomes: -Advocacy and self-efficiency in the educational environment Staff outcomes: -Increased capacity of staff to advocate on behalf of migratory students
--	---------------------------------	---	---	---	---

Migratory Children Identified to Receive Priority for Services (PFS)

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

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



In Wisconsin, a student is identified as having PFS if they made a qualifying move within the previous 1-year period and if they meet any of the following criteria:

State and local academic achievement

Any student who has been designated as failed, absent, exempt, not tested, or not scored on any one of the State and local academic achievement tests. Local academic achievement data may include school or district assessments, in-class teacher observations, and other accessible formative assessment data.

Not English Proficient (NEP) or Limited English Proficient (LEP)

Students that have been designated as NEP or LEP

Retained

Students in grades K-8 that have been retained in the same grade as the previous year.

Over Age for Current Grade Level

Students that are over traditional school age for their grade level and lack adequate credit hours for their grade level.

Course History

Students in grades 9-12 that have failed one or more core high school courses or are not on track for graduation.

Out-of-School Youth

School aged students through age 21 that have not graduated and are not attending school.

Two criteria are calculated based on data in MIS2000. 1) The qualifying move is in the current school year, and 2) Assessment with an interpretation flagged as “IsBelowProficient” and whose test is included in the configuration. These show that they are “(calculated)” on the Priority for Service expander. Remaining PFS indicators are entered into MIS2000 or imported. Enrollment, IEP, and ELL are imported from an automated process, but the remaining items are manually entered if appropriate. The manually entered indicators are:

- Failed secondary core course, math or reading in grade levels 9 through 12
- Is Out of School Youth

Every local migrant project in Wisconsin is required to enter the above at-risk information on every migratory child/youth into MIS2000. This provides information to determine which migratory children/youth should receive services first, provides other districts/states information should the child/youth move, and assists the State MEP in determining allocations.

Identification and Recruitment Plan

The Identification and Recruitment (ID&R) of eligible migratory children is critical to the MEP. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” involves communicating directly with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

All ID&R activities are coordinated at the SEA level. Accordingly, MEP staff closely monitor all identification and recruitment activities, including the collection and review of all Certificates of Eligibility (COEs) completed and submitted by the recruiters. The responsibility of the state’s ID&R Coordinator in collaboration with the state’s program coordinator include:

- building relationships with community partners, agri-businesses, and agricultural professional groups;
- mapping where migratory families are likely to live and work within Wisconsin;
- developing procedures to effectively identify and recruit all eligible migratory children in Wisconsin;
- training and guiding recruitment staff;
- providing quality assurance procedures to ensure accuracy and written eligibility documentation;
- providing leadership, consultation, and direct technical assistance on migratory student databases;
- developing and overseeing systems for ID&R and data management at the State and federal level;

- ensuring federally required quality control systems are in place;
- reviewing all COEs; and
- overseeing the annual re-interviewing process.

State Recruiter responsibilities include:

- developing recruitment activity plans in collaboration with State MEP staff;
- engaging with, and seeking referrals for potential migratory children from agency partners, employers, and schools;
- obtaining information provided by parents, guardians, and others regarding child eligibility, including making eligibility determinations;
- accurately completing COEs; and
- following all procedures for quality control and timelines.

The Wisconsin ID&R Manual is a comprehensive guide of the required responsibilities of recruiters, and a training manual to instruct new recruiters and provide ongoing learning and continuous improvement for all ID&R staff.

Regulatory Requirements for ID&R Quality Controls

An SEA must establish and implement a statewide system of quality controls for the proper ID&R of eligible migratory children [34 CFR § 200.89(d)]. The Wisconsin MEP implements quality control procedures to ensure the accuracy of eligibility determinations. The following minimally required components are included in the state's system of quality controls.

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LEAs.
4. An examination of each COE by qualified individuals at the SEA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.

7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations or monitoring or audit findings of the Secretary.

ID&R Related Initiatives in the Service Delivery Project Plan

Specific activities in the Project Plan include enhanced capacity of ID&R staff to provide support and advocacy for students and families. This was done intentionally to better integrate the ID&R Team into the program work and mission of the MEP to improve educational outcomes for students. Recruiters fulfill an essential role in providing OSY with advocacy to connect them with instructional and support services under Strategy 3-2. Under Strategies 4-1a, 4-1b, and 4-2, recruiters provide direct support and advocacy, as well as coordinate directly with regional programs to support the needs of families and fully engage families in the program.

Ongoing Continuous Improvement of ID&R

Other initiatives not documented in the Project Plan will be implemented under this Service Delivery Plan to continue improvements of ID&R in Wisconsin. The ID&R Coordinator is also the MEP Data Manager and collaborates regularly with the DPI Data Warehouse team to support a fully integrated system between the state student information system (WISE), MIS2000, and MSIX. Data quality improvement is a priority, including collaboration with the IDRC CIG to gain training and on-site support to improve recruitment. Finally, outreach will focus on improved communication and information sharing with local school districts; and relationship building, use of data analysis, and improved recruitment strategies to reach potential communities such as recent refugees and dairy workers.

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family involvement is a cornerstone to the MEP, and the Wisconsin DPI supports statewide and local opportunities to increase formal and informal parent involvement.

Section 1304(c)(3) of Title I, Part C requires that the MEP provide for the same parental involvement as is required in section 1116 of Title I, Part A. This provision requires SEAs and LOAs to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP (see section 1116(c)(3)). Section 200.83(b) of the regulations requires SEAs to consult with migratory parents in development of the SDP.

State and regional MEP staff prioritize communication with parents and families, with a focus on increasing learning and engagement. Regional MEP staff meet with migratory families to inform and connect families with regional migrant education programs and local and community resources and

programs. Regional programs also engage families to build their capacity to support their children's learning at home. Family engagement activities focus on providing support to families and gathering their feedback on topics such as:

- Understanding what their child is learning;
- Knowing how to help their child's learning at home;
- Understanding the public school system;
- Feeling welcome at school;
- Planning for between-school transitions or graduation from high school and beyond; and
- Support services available to students and their families.

The SDP Committee discussed the important role migratory parents play in the SDP process in Wisconsin and the importance of LOAs and the SEA working collaboratively to increase parent engagement and participation. The SDP reflects these priorities through implementation of the following activities, which are expanded upon in more detail in Strategy 4-1a of the Project Plan.

- Provision of high-quality family engagement by regional summer programs.
- Develop an exploratory committee to consider the need and ability of a statewide Migratory Parent Advisory Council. Enhancing the work of statewide recruiters to include effective family engagement.

The communication plan for this SDP will include providing published information about specific goals related to implementing the SDP to parents and families so they can actively participate in the implementation, evaluation, and continuous improvement of these strategies.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Wisconsin MEP is responsible for promoting inter/intrastate coordination of services for migratory children, including providing educational continuity through the timely transfer of pertinent school records. Wisconsin utilizes the Migrant Information System MIS2000, a web-based application that collects and stores Wisconsin's migratory student records. Every local Wisconsin MEP region must enter all relevant data on this system.

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

Migrant Student Information Exchange (MSIX)

Established and administered by the U.S. Department of Education, the MSIX allows states to share educational and health information on migratory children who travel from state to state and who, as a result, have student records in multiple states' information systems. MSIX works in concert with the existing state-based migratory student information systems to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

Wisconsin is operational in MSIX through a successful interface of MIS2000. Information regarding school and program enrollment, grade and course placement, accrual of high school credits, and other key data elements, are all entered into or collected by MIS2000, which in turn connects this data with MSIX. Wisconsin provides student data, as required, for the CSPR and to meet other federal/state data requirements. Systems are in place to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA).

MSIX produces a single “consolidated record” for each migratory child with information from each state in which the child was ever enrolled. The MSIX Consolidated Record is a critical link in exchanging student information across school districts and states to facilitate the ID&R of MEP-eligible students and to enable students to experience continued educational progress. The Wisconsin ID&R Team utilizes the MSIX record in the following ways to support educational continuity for migratory students.

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

The MSIX Student Move Alert allows states to notify one another when a student is moving from one state to the next. Under Wisconsin's procedures, recruiters initiate efforts to locate the family or youth and conduct an eligibility interview immediately upon receipt of a move alert from another state. The ID&R Team also sends MSIX move alerts and facilitates the sending of move notifications by LEAs. Staff are encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by other programs or states.

Both the MEP ID&R Coordinator and Program Coordinator engage in ongoing cross-state collaboration to improve strategies to fully utilize MSIX to support students as they transfer between states. The ID&R Coordinator leads training statewide of recruiters, regional programs, and school districts on all data systems to demonstrate effective strategies and promote the use of MSIX statewide.

Implementation and Accountability in Local Programs

Communication Plan

Full implementation of the SDP will begin in the summer of 2022. All Wisconsin MEP processes (i.e., the Wisconsin MEP application, sub-allocation process, the evaluation systems) have been aligned to the new SDP. The Wisconsin MEP will engage the community in implementation of the new SDP through communication, technical assistance, strategic collaboration, and ongoing feedback with state and local MEP staff, local school districts, parents, stakeholders, and key collaborators.

Communicating the new SDP to staff, parents, and the community will include:

- disseminating and discussing the SDP during MEP meetings;
- distributing and discussing the SDP at team, division, and agency level meetings within the DPI;
- presenting the Project Plan at the statewide ESEA Network webinar;
- translating key sections of the SDP into Spanish;
- sharing and discussing the SDP with migratory parents;
- sharing the SDP with key collaborators; and
- placing a copy of the SDP on the Wisconsin MEP website.

Professional Development and Technical Assistance

State MEP staff provide extensive technical assistance to regional MEP staff to meet compliance requirements, improve program implementation, improve student outcomes, and assist sites in program decision-making. Topic areas of focus include:

- identification of migratory students including PFS students;
- implementing the SDP strategies;
- entering and exchanging student level data;
- using academic data to make informed decisions;
- best practices for program effectiveness and measuring effectiveness;
- identifying and addressing the unique needs of migratory students;
- engaging parents and families in their child's learning; and
- building collaborative partnerships with community agencies.

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

- State/regional training on ID&R, MEP services, and data collection and reporting;
- Regional Coordinator networking opportunities;
- CNA and SDP Committee meetings;
- Weekly ID&R meetings for recruiters and program staff;
- Webinars, in-person and virtual meetings, and direct technical assistance through the national IDRC consortium;
- Participation in the OME Learning Cycles Community of Practice;
- The WestEd Migrant Education SEA Convening meetings; and
- the Annual MEP Directors' Meeting and New Directors' Orientation at the U.S. Department of Education.

The new SDP includes several initiatives to improve and increase professional development opportunities specifically for MEP staff in order to prepare them with strategies and skills to address the unique educational needs of migratory students. The Professional Development Plan is based on specific feedback received from MEP staff and the CNA committee through evaluations under the state's previous 3-year SDP. The new Project Plan includes more detail, but the initiatives include:

- A multi-region team of summer MEP staff, led by state MEP Staff, will participate in the state's Career Readiness Community of Practice, to develop Career Readiness curriculum and other resources for the MEP.
- The State MEP Team, in collaboration with agency and external experts, will develop or locate and then provide professional development opportunities and resources for all MEP staff on specific topics such as effective instructional services during a short summer program; school readiness and the importance of preschool services; the rules and regulations of the MEP; and differentiating instruction and serving migratory English Learners
- Providing concentrated professional development opportunities and resources for all MEP staff on the provision of social-emotional support for students.

The Wisconsin MEP ensures that MEP staff and school personnel working with migratory children have access to local, State, and national professional development resources. The [Wisconsin MEP website](#) includes important resources for professional development, especially regarding culturally responsive and high-quality programs specifically for migratory students. Under the new SDP, the state will enhance the Resources page of this site to provide a comprehensive list of national and state resources, including a list of state and national MEP-funded professional development opportunities.

Sub-granting and Monitoring Process

Each year all regional programs submit grant applications to the Wisconsin MEP for approval and funding through WISEgrants. WISEgrants is an online system for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WISEgrants was built upon the foundation of the Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance (2 CFR Part 200). State MEP staff review applications including the budget to ensure services are supplemental. Funds are awarded on a combination of formula and negotiation process which may include factors such as the number of migratory students served in the previous year and the services to be provided to migratory students based on student needs.

DPI has oversight and monitoring responsibilities to review compliance within ESEA consolidated programs. ESEA Monitoring reviews cover consolidated requirements (such as private school equitable participation, family engagement, and time and effort reporting) as well as requirements specific to individual Title programs. Small, cross-agency teams of DPI staff conduct this compliance monitoring. The ESEA consolidated monitoring process includes review of procedures to ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A (as required under ESSA Section 1112(c)(1)).

Monitoring of local Title I, Part C programs includes the sub-granting process, as well as ongoing communication and consultation with regional coordinators regarding program implementation. Additionally, during the summer implementation period, each of the five regional programs are monitored through either virtual or in-person site reviews to assess compliance with grant requirements, evaluate program implementation strategies, and incorporate regional feedback for continuous improvement. Site Visit Report results are incorporated into the state's annual Evaluation Report.

Looking Forward

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

Successful implementation of the strategies in the SDP will require collaboration between all programs at the state, regional, and local district levels. As described in the previous section, all Wisconsin MEP processes (i.e., the Wisconsin MEP application, sub-allocation process, the

evaluation systems) have been aligned to the new SDP, and a communication plan is in place. In furtherance of full implementation of the new SDP the DPI will also implement the following activities.

- Conduct a full evaluation of the implementation of the new SDP in 2022-23.
- Design and deliver an SDP roll-out to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Wisconsin MEP monitoring tool to include accountability for progress made toward meeting the MEP MPOs and other aspects of the new SDP, as well as implement the OME Learning Cycles Community of Practice Action Plan to conduct an in-depth statewide review of instructional services.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the guidance found in the MEP CNA Toolkit, the Wisconsin MEP will revisit its CNA every three years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the MEP Continuous Improvement Cycle.

Appendix 1: Abbreviations and Acronyms

CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DPI	Department of Public Instruction
EDGAR	Education Department General Administrative Regulations
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
FSI	Fidelity of Strategy Implementation
GED	General Educational Development (Diploma)
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HSE	High School Equivalency
ID&R	Identification and Recruitment
IDEA	Individuals with Disability Education Act
IDRC	Identification and Recruitment Consortium
iSOSY	Instructional Services for Out-of-School and Secondary Youth
LEA	Local Education Agency
LOA	Local Operating Agency
MDE	Minimum Data Element
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SEL	Social emotional learning

Appendix 2: Definition of Terms Related to the Service Delivery Plan

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

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

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

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

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 21 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

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

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

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

Solution Strategy: A solution that addresses an identified need.

Appendix 3: Wisconsin Service Delivery Plan Committee Membership

The Wisconsin Department of Public Instruction (DPI) wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave time, effort, knowledge, and expertise toward the development of this Service Delivery Plan.

Name	Title	MEP Affiliation
Alex Fernandez	Director	Madison College HEP
Amy Maciolek	Title III Consultant	DPI
Betsy Ramsdale	Bilingual Family Liaison	Beaver Dam School District
Clara Pfeiffer	Title I-C Grants Specialist	DPI
Elizabeth Gould	Regional Coordinator	Rock River Region
Jen Greenwood	Regional Coordinator	Central Region
Julie Majerus	MEP Program Coordinator	DPI
Matt Wilbert	Regional Coordinator	Pine River Region
Rachael Bergstrom	MEP Director	DPI
Rosalinda Martinez	Statewide MEP Recruiter	DPI
Sam Minch	MEP Outreach & Recruitment Liaison	DPI
Tena Torgerson	MEP Data Specialist	DPI
Cari Semivan	Consultant	META Associates
Andrea Vázquez	Consultant	META Associates