



Arkansas Migrant Education Program

Service

Delivery

Plan

Arkansas Division of Elementary and Secondary Education
Migrant Education Program
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Abbreviations and Acronyms

AMESLA	Arkansas Migrant Education Student Leadership Academy
CFR	Code of Federal Regulations
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
DESE	Division of Elementary and Secondary Education
EL	English Learner
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
ID&R	Identification and Recruitment
IHE	Institution of Higher Education
IMEC	Interstate Migrant Education Council
ID&R	Identification and Recruitment
IDRC	Identification and Recruitment Consortium
I²MPACT	Inspire and Innovate: the Migrant Parent Action Coalition
iSOSY	Instructional Services for Out-of-School Youth
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPEC	Migrant Parent Empowerment Consortium
MSAC	Migrant Student Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
MUA	Moving Up Arkansas
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
REDS	Recruitment and Eligibility Data Specialist
SDP	Service Delivery Plan
SEA	State Education Agency

Definition of Terms Related to the SDP

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

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

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

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a state's migrant education program (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 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

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

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

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

Solution Strategy: A solution that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the 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. Eligible migratory students are entitled to receive supplemental support services from the MEP. Therefore, migrant services offered to eligible migratory students should not supplant basic educational services provided by the school districts and schools. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Arkansas MEP conducted an update to the MEP SDP during 2020-21 utilizing the results of the updated CNA also conducted during 2020-21. During the six virtual SDP meetings held in 2020-21, 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 2021-22 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 three goal areas: (1) English Language Arts (ELA) and Mathematics; (2) School Readiness; and (3) Graduation/Services to Out-of-School Youth (OSY).
- There are large achievement gaps between migratory and non-migratory students on Arkansas State ELA and Mathematics Assessments indicating a need for MEP supplemental reading and mathematics instructional services to increase migratory student skills and support services to eliminate barriers to school success.
- Thirteen (13) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2021-22 performance period.
- Progress toward the 12 Measurable Program Outcomes (MPOs) aligned to the strategies will be reported in the 2021-22 evaluation report which will document the evaluation of program implementation and performance results and provide implications for making decisions about the Arkansas MEP.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA. 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 non-migratory children (sections 1120A(b) and (c) of the statute). MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of children participating in MEP projects. SEAs and LOAs may not use MEP funds to supplant (i.e., replace) non-federal funds.

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

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

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

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

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the State Education Agency [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 students 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, Arkansas 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 May 2021.

Description of the Arkansas Migrant Education Program

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

Arkansas MEP data from the 2019-20 performance period indicates that there were 5,593 eligible migratory children and youth (birth to age 21) with the following demographics:

- 4% were two years old and younger; 10% were 3-5 years old; 38% were in grades K-5; 16% were in grades 6-8; 17% were in grades 9-12, and 15% were dropouts/OSY;
- 36% had a qualifying arrival date (QAD) during the performance period;
- 35% of eligible migratory children ages 3-21 were identified as PFS; and
- 38% of eligible migratory children ages 3-21 were English learners (ELs), predominantly Spanish speakers.

During the 2019-20 performance period, 91% of the 5,357 eligible migratory students ages 3-21 were served; 79% received MEP instructional services; and 91% received MEP support services.

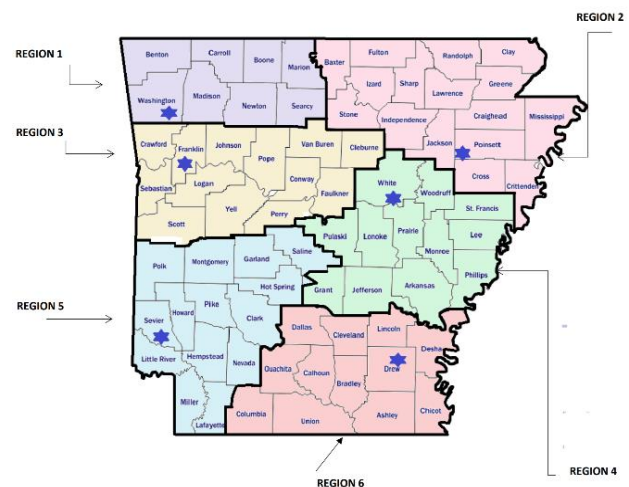
Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Arkansas MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from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

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

MEP services in Arkansas are provided by local projects during the regular year and summer. Arkansas has six statewide MEP cooperatives (co-ops) that serve/support the State's local projects as listed below and shown in the graphic.

- Region 1 – Northwest Arkansas
- Region 2 – Crowley's Ridge
- Region 3 – Guy Fenter
- Region 4 – Wilbur Mills
- Region 5 – Dequeen-Mena
- Region 6 -Southeast Arkansas

The co-ops are funded by the State MEP to provide a comprehensive program and ensure that there is no redundancy in services. Co-ops serve the entire State with full-time statewide recruiters collaborating with full-time community liaisons and numerous district liaisons. The co-ops review, monitor, and



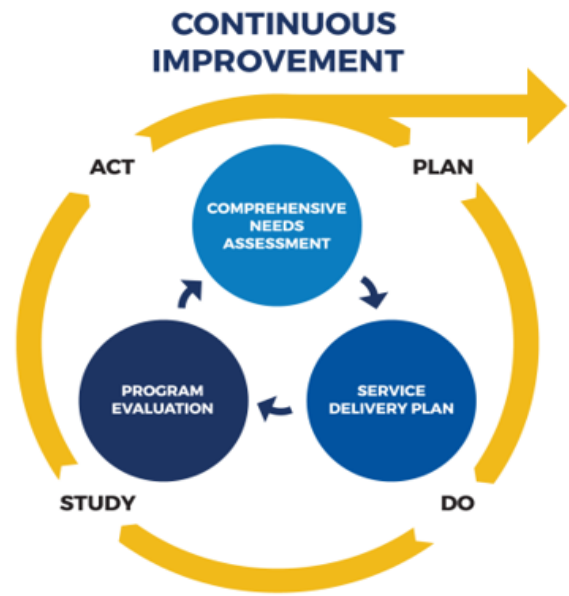
evaluate school district MEP plans, program applications, program implementation, and fiscal expenditures.

The Arkansas MEP offers high quality services in the areas of supplemental instructional and support services; parent engagement; staff professional development (PD); and ID&R, inter/intrastate coordination, and migratory student enrollment. Local projects all have large concentrations of mobile migratory students and very limited access to comprehensive educational and support services designed to serve Arkansas' mobile population.

Description of the Planning Process

The Arkansas 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:** Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Arkansas MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies and MPOs that are presented in this report. The SDP Committee was composed of Co-op Migrant Specialists, Co-op Recruitment and Eligibility Data Specialists (REDS), and Arkansas Division of Elementary and Secondary Education (DESE) MEP staff. All of these individuals have expertise in language arts, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and/or early childhood. All members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity and ensure that systems were aligned to meet migratory students' unique educational needs. Refer to the beginning of this document for a list of the SDP Committee members.

The Arkansas SDP Committee was led through the service delivery planning process by META Associates as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed during the same year. To ensure that all requirements were met, the timelines and activities

displayed on the following page were set. It should be noted that the original plan was to conduct two (2) one-day face-to-face SDP meetings during a six-month period; however, due to the global pandemic, it was necessary to convene the SDP Committee virtually. Thus, the SDP Committee met six times with each meeting lasting two hours.

Arkansas SDP Timelines

Activity	Timelines
SDP Meeting #1a: Understand the SDP planning cycle and roles and responsibilities of the Committee; select goal area groups; identify major MEP instructional strategies; review recommendations from the most recent evaluation report; review concerns and proposed solutions from the CNA; and begin identifying service delivery strategies.	04/05/21
SDP Meeting #1b: Identify SDP measurable outcome-based implementation strategies for the MEP to use to address concerns and provide feedback on strategies for all goal area groups.	04/20/21
SDP Meeting #1c: Review, edit, and finalize strategies; prioritize strategies; and identify ways to implement strategies.	04/29/21
SDP Meeting #2a: Review and finalize ways to implement the strategies; develop MPOs; and review MPOs for all goal areas.	05/03/21
SDP Meeting #2b: Finalize MPOs and identify resources to implement the strategies.	05/12/21
SDP Meeting #2c: Review and provide feedback on evaluation strategies/questions and data collection tools; and discuss SDP communication and implementation.	05/19/21
Prepare a draft Arkansas MEP SDP report	08/25/21
Finalize the Arkansas MEP SDP report	08/31/21

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the Arkansas State performance goals and targets.

State Performance Indicators

The Arkansas 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 long-term goals (2029) for academic achievement and graduation as shown below.

Arkansas Interim and Long-Term Goals for Academic Achievement

	2020	2023	2026	2029
English Language Arts (Grades K-5)	57.76%	65.17%	72.58%	≥80%
English Language Arts (Grades 6-8)	63.76%	59.16%	74.56%	≥80%
English Language Arts (Grades 9-12)	60.07%	66.73%	73.39%	≥80%
Mathematics (Grades K-5)	63.36%	68.91%	74.46%	≥80%
Mathematics (Grades 6-8)	58.31%	65.54%	72.77%	≥80%
Mathematics (Grades 9-12)	44.01%	56.01%	68.01%	≥80%

	2019	2022	2025	2028
Graduation	88.76%	90.5%	92.24%	≥94%

Source: Arkansas ESSA Consolidated State Plan

Needs Assessment

During 2020-21, the Arkansas NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from the Arkansas student information database, MIS2000; DESE databases; and via surveys of staff and migratory parents and students. Based on these data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. During the CNA meetings (held virtually due to the pandemic), the NAC reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Arkansas MEP CNA Report (on file with the Arkansas MEP).

The Arkansas MEP CNA results provided the State with clear direction for planning services to migratory children and youth. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. Following is the Arkansas Migratory Student Profile contained in the CNA Report using data from 2018-19 that lists the needs identified in numerous categories.

Arkansas Migratory Student Profile (Data from 2018-19)

Eligible Migratory Students	5,814 (see table on following page)
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (11%), Grades K-5 (39%), Grades 6-8 (16%), Grades 9-12 (17%), OSY (13%)
Priority for Services	1,492 (27%) of the 5,510 eligible children ages 3-21
English Learners	2,190 (40%) of the 5,510 eligible children ages 3-21
Disrupted Schooling	2,247 (39%) of all eligible migratory students had a QAD within the last 12 months
Migratory students served during the performance period	5,080 (87%)
Migratory students served during the summer	939 (16%)
Migratory students receiving instructional services	4,272 (84% of served, 73% of eligible)
Migratory students receiving reading and mathematics instruction	Reading – 4,159 (82% of served; 72% of eligible) Mathematics – 1,916 (38% of served; 33% of eligible)
Migratory students receiving support services	5,076 (99.9% of served; 87% of eligible)
Migratory students receiving counseling services	1,118 (22% of served; 19% of eligible)
Migratory students scoring proficient on State reading and mathematics assessments	ELA - 23% (45% for non-migratory students) Mathematics - 29% (45% for non-migratory students)
OSY eligible/served	779 eligible, 608 (78%) served
High School Graduation Rate	83% (88% for non-migratory students)

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

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs and solution strategies identified during the CNA process. There are three strategies for Language Arts and Mathematics, five strategies for School Readiness, and five strategies for Graduation/Services to OSY. The strategies serve as the foundation for the implementation of the Arkansas MEP at the local level.

Measurable Program Outcomes

The SDP Committee created MPOs to reflect the State performance targets and needs and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with

fidelity, and evaluated. The alignment of the MPOs to the strategies can be found in the Alignment Chart to follow.

Evaluation Questions

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

Arkansas MEP 2021-22 Alignment Chart

GOAL AREA #1: ELA and Mathematics

State Performance Target: Based on the Arkansas ESSA State Plan, the 2022 checkpoints (i.e., percent of all students scoring proficient or above) for ELA are 55.26% for grades K-5; 58.26% for grades 6-8; and 56.95% for grades 9-12. The 2022 checkpoints for mathematics are 63.63% for grades K-5; 61.01% for grades 6-8; and 50.11% for grades 9-12. (See [Arkansas ESSA State Plan](#))

Primary Concern Statement: We are concerned that migratory students in grades 3-10 are achieving at lower proficiency rates in ELA and mathematics as compared to non-migratory students.

Data Summary: In 2018-19, 45% of migratory students scored proficient on State ELA assessments compared to 45% of non-migratory students; and 29% of migratory students scored proficient on State mathematics assessments compared to 45% of non-migratory students.

Need Statement: The proficiency rates of migratory students in grades 3-10 needs to increase by 22% in ELA and 16% in mathematics to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 1-1) Provide supplemental instructional services to migratory students in grades K-12 in ELA and mathematics.	<p>MPO 1A.1) By the end of the 2021-22 performance period, 80% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary ELA program will show a gain of 3% between pre- and post-testing on a reliable ELA assessment.</p> <p>MPO 1A.2) By the end of the 2021-22 performance period, 80% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary mathematics program will show a gain of 3% between pre- and post-testing on a reliable mathematics assessment.</p>	What percentage of migratory students (PFS and non-PFS) showed a gain of 3% on local ELA or mathematics assessments?	What types of supplementary ELA/mathematics instruction were provided to migratory students?
Strategy 1-2) Coordinate/provide relevant and ongoing ELA- and mathematics-related professional development opportunities to migrant staff.	MPO 1B) By the end of the 2021-22 performance period, 80% of migrant instructional staff surveyed receiving MEP professional development will report increased knowledge and skills for supporting needs of migratory students.	What percentage of migratory staff reported increasing their knowledge/skills for supporting the needs of migratory students?	What types of PD were provided to staff? How many staff attended MEP PD?
Strategy 1-3) Provide opportunities for parents to promote the achievement of their children in ELA and mathematics (e.g., parent workshops, PAC meetings).	<p>MPO 1C.1) By the end of the 2021-22 performance period, 80% of migratory parents who completed a survey will report receiving useful strategies to promote their child(ren)'s ELA achievement.</p> <p>MPO 1C.2) By the end of the 2021-22 performance period, 80% of migratory parents who completed a survey will report receiving useful strategies to promote their child(ren)'s mathematics achievement.</p>	What percentage of migratory parents reported receiving useful strategies to promote their children's ELA or mathematics achievement?	What types of services were provided to parents to support their children's ELA/mathematics achievement?

GOAL AREA #2: SCHOOL READINESS

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

Primary Concern Statement: We are concerned that migratory children are not enrolled in a pre-k program and therefore enter kindergarten without school readiness skills (e.g., routines, social-emotional, cognitive, self-help).

Data Summary: In 2018-19, 42% of migratory preschool children served received early literacy services and 5% received early mathematics services.

Need Statement: The percentage of migratory preschool children receiving early literacy and mathematics services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 2-1a) Provide migratory children ages 3-5 (not in kindergarten) that are not enrolled in other preschool programs with MEP-funded home-based or site-based instruction using a SEA-approved preschool curriculum.	MPO 2A) By the end of the 2021-22 performance period, 80% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.	What percentage of migratory children ages 3-5 gained by 3% on school readiness assessments?	What types of instructional services were provided to migratory children ages 3-5? How many migratory children received MEP services?
Strategy 2-1b) Coordinate/provide professional development to MEP staff to build their capacity to address the needs of migratory preschool children (e.g., social/emotional, health, developmental).	MPO 2B) By the end of the 2021-22 performance period, 80% of migrant instructional staff surveyed receiving MEP professional development will report increased knowledge and skills for supporting the needs of migratory preschool children.	What percentage of migrant instructional staff reported the PD they received increased their knowledge and skills for supporting the needs of migratory preschool children?	What PD was provided to migrant instructional staff? How many staff attended MEP PD?
Strategy 2-2) Provide parents of migratory children ages 3-5 with education and materials related to school readiness.	MPO 2C) By the end of the 2021-22 performance period, 80% of parents of preschool children completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.	What percentage of migratory parents reported receiving useful strategies and resources to help their child be ready for kindergarten?	What types of services were provided to parents to support their child's school readiness? How many parents attended?
Strategy 2-3a) Provide wellness services and education/knowledge about basic self-help skills and personal hygiene for migratory children ages 3-5 (not in kindergarten). Strategy 2-3b) Provide relevant referrals and advocacy for health services and resources to the parents of migratory children ages 3-5 (not in kindergarten).	MPO 2D) By the end of the 2021-22 performance period, 65% of eligible migratory children ages 3-5 who are not in kindergarten will receive health and/or advocacy services/resources.	What percentage of migratory children ages 3-5 received health and/or advocacy services/resources?	What health and/or advocacy services/resources were provided to migratory preschool children?

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

State Performance Target: Based on the Arkansas ESSA State Plan, the 2022 checkpoint for the 4-year graduation rate is 90.5%.

Concern Statements: We are concerned that as a result of mobility, lack of educational support in the home, and English language development, migratory students will not graduate or will not graduate on time.

Data Summary: In 2018-2019, 82.6% of migratory students graduated compared to 87.6% of non-migratory students.

Need Statement: The percentage of migratory students graduating needs to increase by at least 5% to be comparable to the non-migratory student graduation rate.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
<p>Strategy 3-1) Provide credit recovery opportunities through an SEA-approved credit recovery program along with tutoring where needed.</p>	<p>MPO 3A) By the end of the 2021-22 performance period, 80% of secondary migratory students who participate in a MEP sponsored credit recovery program will earn credit.</p>	<p>What percentage of secondary migratory students (PFS and non-PFS) completed courses?</p>	<p>What types of coursework did students receive? How many students enrolled in courses?</p>
<p>Strategy 3-2a) Provide AR MEP professional development for cooperative staff (LOAs) and school districts (LEAs) about graduation and post-secondary opportunities (e.g., HS graduation requirements, credit recovery, On-Track, post-secondary opportunities).</p> <p>Strategy 3-2b) Coordinate/provide services for secondary migratory students about college and career opportunities.</p> <p>Strategy 3-2c) Provide support and information in the home language, to the extent possible, for migratory parents of secondary-aged youth to promote the achievement and high school graduation of their children.</p>	<p>MPO 3B) By the end of the 2021-22 performance period, 80% of secondary-aged migratory students who attend a Migrant Student Advisory Council (MSAC) meeting will report increased knowledge of college and career opportunities.</p>	<p>What percentage of secondary-aged migratory students attending an MSAC meeting reported increased knowledge of college and career opportunities?</p>	<p>What types of PD were provided about graduation and post-secondary opportunities? What topics were addressed during MSAC meetings? What information was shared with migratory parents about the achievement and high school graduation of their children?</p>
<p>Strategy 3-3) Coordinate/provide instructional and support services to OSY that lead to developing the skills needed to further their education (e.g., language, life skills, technology/computer, supplementary ESL).</p>	<p>MPO 3C) By the end of the 2021-22 performance period, 70% of migratory OSY will receive MEP funded instructional or support services.</p>	<p>What percentage of migratory OSY (PFS and non-PFS) received MEP instructional services? What percentage of migratory OSY (PFS and non-PFS) received MEP support services?</p>	<p>What types of MEP instructional and support services were provided to migratory OSY?</p>

Evaluation Plan

Components of the Arkansas MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Arkansas 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 Arkansas 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]

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

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

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

To accomplish this end, the Arkansas MEP evaluation examines both program implementation and program results (or outcomes) as required by OME. In evaluating program implementation, the evaluation of the Arkansas MEP will address the following questions.

- ✓ What types of supplementary ELA/mathematics instruction were provided to migratory students?
- ✓ What types of PD were provided to staff and how many attended?
- ✓ What types of services were provided to parents to support their children's ELA/mathematics achievement?
- ✓ What types of instructional services were provided to migratory children ages 3-5?
- ✓ How many migratory children ages 3-5 received MEP-funded services?
- ✓ What PD was provided to migrant instructional staff addressing school readiness and how many staff attended?
- ✓ What types of services were provided to parents to support their child's school readiness and how many parents attended?
- ✓ What health and/or advocacy services/resources were provided to migratory children?
- ✓ What types of coursework did students receive and how many students were enrolled?
- ✓ What types of PD were provided to staff about graduation and post-secondary opportunities?
- ✓ What services were provided to secondary migratory students about college and career opportunities?
- ✓ What information was shared with migratory parents about the achievement and high school graduation of their children?
- ✓ What types of MEP instructional and support services were provided to migratory OSY?

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

As part of the performance 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, records reviews, and other sources identified in this Evaluation Plan. Evaluation questions that will be answered by outcome data follow.

- ✓ What percentage of migratory students (PFS and non-PFS) showed a gain of 3% or more on local ELA or mathematics assessments?
- ✓ What percentage of migratory staff that participated in MEP PD reported increased knowledge/skills for supporting the ELA/mathematics needs of migratory students?
- ✓ What percentage of migratory parents reported receiving useful strategies to promote their children's ELA or mathematics achievement?
- ✓ What percentage of migratory children ages 3-5 gained by 3% or more on school readiness assessments?
- ✓ What percentage of migrant staff reported the MEP PD they received increased their knowledge and skills for supporting the needs of migratory preschool children?
- ✓ What percentage of migratory parents reported receiving useful strategies and resources to help their child be ready for kindergarten?
- ✓ What percentage of migratory children ages 3-5 received health and/or advocacy services/resources?

- ✓ What percentage of secondary migratory students (PFS and non-PFS) completed MEP-funded courses for high school credit?
- ✓ What percentage of secondary-aged migratory students attending MSAC meeting(s) reported increased knowledge of college and career opportunities?
- ✓ What percentage of migratory OSY (PFS and non-PFS) received MEP instructional and support services?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Arkansas 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 for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection, the individual or agency responsible, and the source of the data.

Data element	Who collects?	How collected?	When Collected?
Parent activities provided by the Arkansas State MEP and Co-ops	DESE and Co-op specialists	DESE records and FSI	Program year end
Professional development provided by the Arkansas State MEP and Co-ops	DESE and Co-op specialists	DESE records and FSI	Program year end
Performance period migratory student counts for each project: number eligible (PFS/non-PFS), number served (PFS/non-PFS)	REDS and DESE	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, interpretations)	REDS and DESE	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)	REDS and DESE	MIS2000	Program year end
Number of migratory students served during the regular year, number of PFS migratory students served during the regular year, and number of PFS migratory students served during the summer (by age/grade level)	REDS and DESE	MIS2000	Program year end
Performance period migratory student demographics and MEP services as reported in the Consolidated State Performance Report (CSPR)	REDS and DESE	MIS2000	Project year end
Level of implementation of the strategies	Co-op specialists	FSI	Program year end

ELA and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 1A.1) By the end of the 2021-2022 performance period, 80% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary ELA program will show a gain of 3% between pre- and post-testing on a reliable ELA assessment.	Co-op specialists	Local pre/post ELA assessment scores (PFS and non-PFS) as collected on Form 1	Program year end
MPO 1A.2) By the end of the 2021-2022 performance period, 80% of migratory students served in a summer migrant program that participated in an SEA-approved supplementary mathematics program will show a gain of 3% between pre- and post-testing on a reliable mathematics assessment.	Co-op specialists	Local pre/post mathematics assessment scores (PFS and non-PFS) as collected on Form 1	Program year end
MPO 1B) By the end of the 2021-2022 performance period, 80% of migrant instructional staff surveyed receiving MEP professional development will report increased knowledge and skills for supporting needs of migratory students.	Co-op specialists	MEP Staff ratings on Form 2 – Staff Survey	Program year end
MPO 1C.1) By the end of the 2021-2022 performance period, 80% of migratory parents who completed a survey will report receiving useful strategies to promote their child(ren)'s ELA achievement.	Co-op specialists	Migratory parent ratings on Form 3 – Parent Survey	Program year end
MPO 1C.2) By the end of the 2021-2022 performance period, 80% of migratory parents who completed a survey will report receiving useful strategies to promote their child(ren)'s mathematics achievement.	Co-op specialists	Migratory parent ratings on Form 3 – Parent Survey	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 2A) By the end of the 2021-22 performance period, 80% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.	Co-op specialists	Local pre/post school readiness assessment scores as collected on Form 1	Program year end
MPO 2B) By the end of the 2021-2022 performance period, 80% of migrant instructional staff surveyed receiving MEP professional development will report increased knowledge and skills for supporting the needs of migratory preschool children.	Co-op specialists	MEP Staff ratings on Form 2 – Staff Survey	Program year end
MPO 2C) By the end of the 2021-2022 performance period, 80% of parents of preschool children completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.	Co-op specialists	Migratory parent ratings on Form 3 – Parent Survey	Program year end
MPO 2D) By the end of the 2021-2022 performance period, 65% of eligible migratory children ages 3-5 who are not in kindergarten will receive health and/or advocacy services/ resources.	REDS and Co-op staff	Number of migratory children ages 3-5 who received health and/or advocacy services/ resources during the performance period as documented in MIS2000 .	Program year end

HS Graduation/Services to OSY MPOs	Who collects?	How collected?	When collected?
MPO 3A) By the end of the 2021-22 performance period, 80% of secondary migratory students who participate in a MEP sponsored credit recovery program will earn credit.	DESE Staff	Number of secondary migratory students (PFS and non-PFS) who participated in an MEP credit recovery program that received HS credit(s) as documented in the Moving Up Arkansas Credit Report .	Program year end
MPO 3B) By the end of the 2021-22 performance period, 80% of secondary-aged migratory students who attend an MSAC meeting will report increased knowledge of college and career opportunities.	Co-op specialists	Migratory student ratings on Form 4 –Student Survey	Program year end
MPO 3C) By the end of the 2021-22 performance period, 70% of migratory OSY will receive MEP funded instructional or support services.	REDS and Co-op staff	Number of OSY receiving MEP services during the performance period as documented in MIS2000 .	Program year end

Data on migratory students and services will be collected by the State from each of its local projects and Co-ops. Data sources include student assessment results (e.g., State ELA and Mathematics Assessments, local reading and mathematics assessments, school readiness assessments), MIS2000, migrant staff, and migratory students and parents.

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

- distributing materials to support PD activities among Arkansas 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;
- including language in the MEP application asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;

- sharing information among projects from State and national reading, mathematics, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for REDS and other Co-op staff to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

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

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

- ✚ creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- ✚ collecting and analyzing evaluation data; and
- ✚ preparing evaluation reports to determine the extent to which progress was made and objectives were met.

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 Arkansas MEP MPOs, and the GPRA measures.

Project Plan and Logic Model

Project Plan

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

ELA and Mathematics Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 1-1) Provide supplemental instructional services to migratory students in grades K-12 in ELA and mathematics.	<ul style="list-style-type: none"> • Provide ELA and mathematics instruction in the summer. • Provide in-school and extended day/year tutoring in ELA and mathematics. • Provide in-school or after school test taking strategies to students. • Provide high interest reading material, through digital reading programs, books, magazines, etc. 	<ul style="list-style-type: none"> • After school tutoring • Digital reading programs • Magazines • Mathematics manipulative • MEP staff • Reading material • STEM camps • STRIDE account access • Summer programs
Strategy 1-2) Coordinate/ provide relevant and ongoing ELA- and mathematics-related PD opportunities to migrant staff.	<ul style="list-style-type: none"> • Offer staff PD on ELA and mathematics instructional strategies (e.g., test taking, time management strategies, and test taking best practices). 	<ul style="list-style-type: none"> • MEP provided or outsourced PD providers
Strategy 1-3) Provide opportunities for parents to promote the achievement of their children in ELA and mathematics (e.g., parent workshops, PAC meetings).	<ul style="list-style-type: none"> • Provide information at PAC and parent meetings that teaches parents how to help their children in school. • Offer center-based or home learning/instructional parent activities during the school year or in summer. 	<ul style="list-style-type: none"> • Make and take meetings • MEP parent brochures and/or instruction on ways to support children in ELA and mathematics achievement • Parent meetings • Parental support on reading and mathematics programs • Project SMART family games • Project SMART parent letters • State seminar (PD)

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 2-1a: Provide migratory children ages 3-5 that are not enrolled in kindergarten or other preschool programs with MEP-funded home-based or site-based instruction using a SEA-approved preschool curriculum.	<ul style="list-style-type: none"> • Complete enrollment verification and placement profiles for pre-k students. • Coordinate with parents and pre-k service providers to ensure migratory pre-k children are served. • Provide MEP-funded literacy and mathematics services for children not enrolled in other pre-k programs. 	<ul style="list-style-type: none"> • Developmental screeners (pre/post) • Lists of pre-k service providers and contact information • MEP funded pre-k materials • Standardize Placement Profiles for pre-K assessment

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 2-1b: Coordinate/ provide PD to MEP staff to build their capacity to address the needs of migratory preschool children (e.g., social/emotional, health, developmental).</p>	<ul style="list-style-type: none"> ● Provide PD related to preschool health concerns and child development. ● Provide relevant PD to MEP staff about school readiness. ● Provide supplemental materials and instructional resources (e.g., books, manipulatives). 	<ul style="list-style-type: none"> ● Materials and instructional resources (e.g., books, manipulatives). ● MEP Arkansas Home Language Survey ● Trained service providers
<p>Strategy 2-2: Provide parents of migratory children ages 3-5 with education and materials related to school readiness.</p>	<ul style="list-style-type: none"> ● Provide supplemental materials and instructional resources (e.g., books, manipulatives). ● Provide instructional services to parents to implement literacy materials (e.g. PAC meeting, parent meeting). ● Provide support for parents to prepare their child for school. ● Host parent meetings to educate parents on the importance of school readiness. 	<ul style="list-style-type: none"> ● Materials and instructional resources (e.g., books, manipulatives) ● Parent meeting materials ● PD materials ● Trained service providers
<p>Strategy 2-3a) Provide wellness services and education/knowledge about basic self-help skills and personal hygiene for migratory children ages 3-5 (not in kindergarten).</p> <p>Strategy 2-3b) Provide relevant referrals and advocacy for health services and resources to the parents of migratory children ages 3-5 (not in kindergarten).</p>	<ul style="list-style-type: none"> ● Provide migratory pre-K children with access to opportunities for available healthcare services and education through referrals, education and coordination (e.g., wellness fair, community agency outreach). ● Provide PD for MEP staff focused on health services and resources. ● Provide parent training opportunities about basic healthcare and personal hygiene. ● Disseminate wellness supplies (e.g., hygiene kits) and information in multiple languages to migratory families. 	<ul style="list-style-type: none"> ● Community agency outreach ● Directory of health services ● Health vouchers ● Parent materials ● PD for MEP service providers ● Wellness fairs ● Wellness information in multiple languages ● Wellness supplies (e.g., hygiene kits)

High School Graduation/Services to OSY Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3-1) Provide credit recovery opportunities through an SEA-approved credit recovery program along with tutoring where needed.</p>	<ul style="list-style-type: none"> ● Identify at-risk students with On Track reports, coordinate with school personnel, and provide mentoring through migrant tutors. ● Provide Moving Up Arkansas (MUA), Red Comet, or coordinate with districts using their local credit recovery programs. ● Provide instructional MEP services, where possible. 	<ul style="list-style-type: none"> ● After-school tutoring ● LEA Migrant Tutors ● MUA ● On-Track ● PD of Service Providers ● Red Comet ● Updated On-Track Training

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3-2a) Provide AR MEP PD for cooperative staff (LOAs) and school districts (LEAs) about graduation and post-secondary opportunities (e.g., high school graduation requirements, credit recovery, On-Track, post-secondary opportunities).</p> <p>Strategy 3-2b) Coordinate/ provide services for secondary migratory students about college and career opportunities.</p> <p>Strategy 3-2c) Provide support and information in the home language, to the extent possible, for migratory parents of secondary-aged youth to promote the achievement and high school graduation of their children.</p>	<ul style="list-style-type: none"> • Coordinate/provide PD to MEP staff on HS graduation requirements, credit recovery, On-Track, and post-secondary opportunities. • Provide information to migratory students about scholarships and financial aid. • Coordinate with CAMP. • Provide ACT enrollment assistance, prep courses, and materials. • Provide services to students at non-project schools such as MSAC, Arkansas Migrant Education Student Leadership Academy (AMESLA), summer programs (including those at local colleges). • Provide GED information to dropouts or potential dropouts. 	<ul style="list-style-type: none"> • ACT enrollment assistance, prep courses, and/or prep materials • AMESLA • MSAC survey • GED information and funding as needed • High School Equivalency (HEP)/College Assistance Migrant Program (CAMP) • LEA migrant tutors • MEP summer programs • Migrant Specialist/Co-op staff for non-project students • MSAC meetings • MUA • On-Track • Parent materials • Parent meetings • Red comet • State seminar (PD)
<p>Strategy 3-3) Coordinate/ provide instructional and support services to OSY that lead to developing the skills needed to further their education (e.g., language, life skills, technology/computer, supplementary ESL).</p>	<ul style="list-style-type: none"> • Provide PD to MEP staff on meeting the needs of OSY. • Coordinate with local colleges/ universities/adult education centers about GED opportunities. • Provide OSY with books/materials to develop language skills. • Provide instructional services to OSY through night schools, MP3 lessons, when possible. 	<ul style="list-style-type: none"> • Bilingual books/materials • English lessons/MP3 players • GED information and funding as needed • Health/hygiene/safety supplies • Instructional Services for Out-of-School Youth (iSOSY) resources • LEA migrant tutors • MEP Co-op staff • Migrant recruiters • OSY summer programs • State seminar (PD)

Logic Model

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

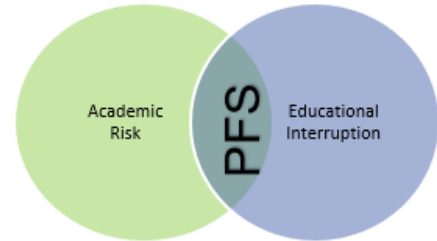
Arkansas Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>Systems:</p> <ul style="list-style-type: none"> -MEP allocation -MEP staff (DESE, Co-op, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education [IHEs]) <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -MIS2000 data -MSIX data -Needs assessment data -Evaluation data (results and implementation) <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -College awareness and HSE/GED materials -Family engagement materials -Professional development materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Supplemental instructional services (e.g., literacy/ language, mathematics, school readiness, summer programs, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (Statewide and local) <p>Staff training:</p> <ul style="list-style-type: none"> -MEP staff professional development <p>Programming</p> <ul style="list-style-type: none"> -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP supplemental ELA and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed -Collaborators provide services to migratory students <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy activities <p>Staff outputs:</p> <ul style="list-style-type: none"> -Participation in staff training -Use of evidence-based curriculum and instructional strategies <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student ELA and mathematics skills -More secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to migratory student success in school <p>Family outcomes:</p> <ul style="list-style-type: none"> -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy <p>Staff outcomes:</p> <ul style="list-style-type: none"> -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Improved ID&R -Evaluation results used to inform programming and services 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Interim performance targets met on the ACT Aspire -Increased percentage of students completing Algebra I by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students graduating from high school -Increased academic achievement (reading and mathematics skills, school readiness) -Increased student participation in MEP services (instructional, support, summer, regular year) -Increased student/OSY awareness about credit accrual options <p>Family outcomes:</p> <ul style="list-style-type: none"> -Increased parent skills for supporting their children's education <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased MEP staff skills for supporting migratory students <p>Programmatic outcomes:</p> <ul style="list-style-type: none"> -MEP services found effective through the evaluation sustained 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on the 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 21st Century skills to be successful in post-secondary education and careers <p>Family outcomes:</p> <ul style="list-style-type: none"> -Advocacy and self-efficiency in the educational environment <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

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

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



Arkansas identifies migratory students as PFS who meet the qualifying criteria below. A child must meet both criteria 1 and 2 (one of the six items) to be considered as having PFS.

1. Migratory student has a qualifying move within the previous 12 months

AND

2. Student is Failing, or Most At-Risk of Failing, to Meet State Standards

At risk occurs when a migratory child:

- a. has below average grades (or)
- b. has been retained (or)
- c. has a credit deficiency for promotion or graduation (or)
- d. has limited English (or)
- e. fails to meet State Assessment/Achievement Test scores (or)
- f. is below Modal Grade (grade/age discrepancy)

Arkansas LEAs receiving MEP funds must target these funds to provide services to migratory children. Districts may serve children who do not meet PFS criteria so long as they serve migratory children who meet the criteria first. To determine PFS, reports and counts from MIS2000 are queried in concert with the District Body of Evidence Summary Worksheet.

The Arkansas MEP application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (27% of the Arkansas migratory student population ages 3-21 in 2018-19) to assess the unique educational needs of PFS students and create solutions to address the needs. In addition, the Arkansas MEP evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk subpopulation are being addressed. The Arkansas MEP examines PFS student performance in its evaluation and uses the results to inform the process for strengthening services.

Identification and Recruitment Plan

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

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

The Arkansas MEP REDS are responsible for local ID&R and enrollment of migratory students. The REDS find, identify, and enroll migratory students; confirm their eligibility; and conduct ongoing data checks designed for quality control. The REDS are responsible for maintaining accurate records and data entry into MIS2000.

The Arkansas MEP articulates its ID&R plan through an ID&R Manual designed for local and regional recruiters. Local grantees are obligated to follow the requirements established in the Manual for identifying and recruiting eligible migratory children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building.

The Arkansas ID&R Manual reflects the statutory requirements as well as the Non-Regulatory Guidance and the Code of Federal Regulations issued by OME. The Arkansas MEP works with school districts as well as employers and community agencies and businesses to conduct ID&R. ID&R roles and responsibilities follow.

- State MEP Director assures all program mandates and systems ensure excellence.
- State MEP/Co-op staff provide leadership, consultation, and technical assistance to school staff related to MEP requirements for ID&R and student databases such as MIS2000 and MSIX.
- State MEP/Co-op staff provide training/support for ID&R efforts, review all COEs, and oversee the annual re-interview process.
- State MEP/Co-op staff oversees systems for ID&R and data management by the State.
- Migrant data entry specialists enter all COEs, student health records, and transcripts into MIS2000.
- Local/regional recruiters have the primary mission to locate potentially eligible children and youth and to enroll them in the MEP with completion of required documentation.

Regulatory Requirements for ID&R Quality Controls

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

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

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone of the MEP, and the Arkansas MEP supports statewide and local opportunities to increase formal and informal parent involvement through its LEAs. Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with federal requirements, the Arkansas MEP requires that LEAs receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The State and LEAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)].

The Arkansas MEP has an active State MEP PAC. The Arkansas MEP, through the six Co-ops, coordinates activities with the State PAC. The Arkansas MEP and migratory parents jointly develop the plan for coordination with the Arkansas MEP PAC. The State PAC is an advisory group with the majority of members being parents of migratory children. The role of the State PAC is to advise DESE in planning, implementing, and evaluating the State program design to meet the educational needs of migratory children. In advising DESE, the State PAC is invited to comment and make recommendations that are forwarded to the State MEP Director for appropriate action regarding:

- the Arkansas Migrant State Plan;
- programs and services offered to migratory children;
- the evaluation of the State migrant program;
- the quantity and quality of parent involvement; and
- other items that may be appropriate to the role of the State MEP PAC.

Federal guidance defines parent engagement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities. These include ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP processes, participating in the annual MEP evaluation, and participating in local and State MEP PACs. Each Co-op sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting students' educational success. Parents know their children best and can offer insight into their children's strengths and challenges, thereby playing a pivotal role in planning the educational programs in which their children participate. These activities help to build parents' capacity to assist with learning in the home. Through their participation in the planning process, migratory parents are more likely to become advocates and supporters of the MEP by having knowledge of the program and a greater stake in its success.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Arkansas MEP is responsible for promoting inter/intrastate coordination of services for migratory children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Arkansas MEP uses MIS2000. The MIS2000 system is a web-based application that captures and stores Arkansas's migratory student records. Every local Arkansas MEP project must enter all relevant data on this system.

MIS2000 is a statewide, web-based application that allows accessibility to authorized users that provides real-time student-level data. MIS2000 maintains the necessary information on migratory students as identified in Section 1308 (b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308 (b)(B). MIS2000 incorporates all of the required Minimum Data Elements for daily transfer to the national MSIX system.

Each Co-op employs a REDS who is responsible for maintaining migratory student data in MIS2000. The REDS also work closely with the IT Departments in the various LEAs for information sharing and exchange. REDS play an important role in the MEP. They handle all MIS2000 migrant education information; and establish communication between school secretaries, recruiters, coordinators, and migratory families. They are kept well informed of the latest eligibility rulings.

Migrant Student Records Exchange (MSIX)

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

Established and administered by a contract with the U.S. Department of Education, MSIX is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

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

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

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

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

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

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

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

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

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

The Arkansas MEP will provide training to “roll-out” the new SDP to MEP staff, parents, and the community through a series of trainings and meetings. Full implementation of the SDP will begin in the fall of 2021 to follow the work that has been done to align Arkansas MEP systems (i.e., the Arkansas MEP application, sub-allocation process, the evaluation systems) to the new SDP. The new SDP will be communicated to MEP staff, migratory parents, and other stakeholders through:

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to the State MEP PAC;
- sending electronic copies of the SDP to stakeholders when requested;
- sharing a copy of the SDP with key collaborators; and
- placing a copy of the SDP on the Arkansas MEP website.

Professional Development and Technical Assistance

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

Professional development is part of this SDP and an expectation for local programs and Co-ops. State objectives supporting the professional development of Arkansas MEP staff include:

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

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

- State/regional training on ID&R, MEP services, and data collection and reporting;
- Migrant Coordinators’ Meetings;
- CNA and SDP Committee meetings;
- ID&R meetings for recruiters and project administrators;
- statewide and local MEP PAC meetings; and
- Annual MEP Directors’ Meetings and New Directors’ Orientation at the U.S. Department of Education.

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

- The MEP [RESULTS Website](#) provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on state MEP staff contacts, and articles/relevant research about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The [IMEC Website](#) provides a number of resources on best practices, policy and advocacy, and programs and studies.
- The [What Works Clearinghouse \(WWC\) Website](#) reports on effective and evidence-based educational programs, practices, and products.
- The [Migrant Services Directory: Organizations and Resources](#) provides summaries and contact information for major federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- [iSOSY](#) is an MEP CIG to build capacity in states to serve secondary-aged migratory students and OSY.
- The [Migrant Literacy NET](#) is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The Identification and Recruitment Consortium ([IDRC](#)) is a CIG designed to assist states in conducting effective ID&R.
- The Inspire and Innovate: the Migratory Parent Action Coalition ([I²MPACT](#)) CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- The National Association of State Directors of Migrant Education ([NASDME](#)) offers its annual National Migrant Education Conference held in the spring. Arkansas typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning ([NCFL](#)) offers information and materials on migrant family literacy.
- The U.S. Department of Education's Office of English Language Acquisition ([OELA](#)) provides a Summit for ELs with a strand and sessions for migrant education.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. Funding supports completion of the first year of studies.
- The [Handbook for Educators Working with Children of Mexican Origin](#) provides support to educators working with children of Mexican origin.

Examples of State and regional PD resources that Arkansas shares among local projects follow.

- The [DESE website](#) provides information for teachers, parents and family.
- Each of the regional Co-ops provide information for teachers, parents, and family on their websites which follow.
 - Region 1 - [Northwest Arkansas](#)
 - Region 2 – [Crowley's Ridge](#)
 - Region 3 – [Guy Fenter](#)
 - Region 4 – [Wilbur D. Mills](#)
 - Region 5 – [Dequeen-Mena](#)
 - Region 6 – [Southeast Arkansas](#)

The Arkansas MEP intends to build staff capacity to provide services as specified in this SDP by providing MEP-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Arkansas MEP will support and maintain PD for MEP staff through the coordination of statewide MEP meetings, trainings, and PD activities, as well as provide technical support via virtual platforms and direct support to ensure new and existing MEP staff are trained.

Sub-granting Process

The Arkansas MEP sub-granting process is managed directly by DESE. DESE subgrants six Educational Services Co-ops, as well as LEAs. Subgrants are disseminated on July 1st for the upcoming performance period. Applications are submitted and reviewed by DESE. DESE oversees the grants that are awarded to the six co-ops and LEAs.

State Monitoring Process and Timelines

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

During monitoring, LEAs address questions about general issues, private school involvement, ID&R, needs assessment, PFS, and continuity of instruction. The Co-op Specialists and/or the State monitor the programs of participating districts each year. The goals of the MEP onsite monitoring visit are to examine compliance and programmatic issues based on the federal statute and regulations; review how LEAs are addressing the needs of migratory students through the MEP; and provide technical assistance for program improvement. The MEP onsite monitoring visit includes preparation prior to the onsite monitoring visit, data verification during the onsite monitoring visit, and follow-up.

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

Follow-up by Co-op Specialists and the State to provide technical assistance is available to LEAs identified with findings to ensure compliance issues have been verified and/or assist the

LEA in implementing the requirements. Follow-up may be provided via email, phone conversations, virtually, or via conference calls. Technical assistance requested is provided to ensure compliance with the MEP rules and regulations.

Looking Forward

Arkansas began the process of a CNA in 2020 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Arkansas MEP involved many migrant educators, administrators, and MEP staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The DESE will prepare for full implementation of the new SDP during the 2021-22 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in this SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Conduct a full evaluation of the implementation of the new SDP in 2021-22.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the strategies in the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP roll-out to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Arkansas MEP monitoring tool to include accountability for progress made toward meeting the MEP MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

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