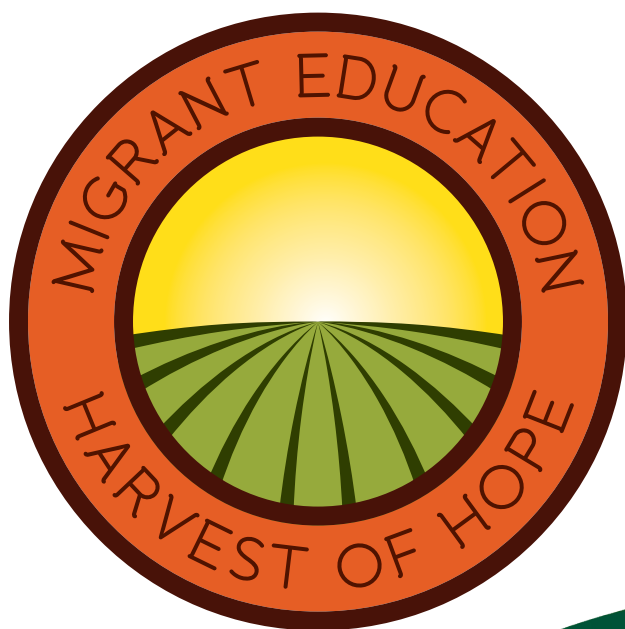

LOUISIANA MIGRANT EDUCATION PROGRAM



Service Delivery Plan (SDP)

Update: October 2015



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ACRONYMS USED IN THE REPORT

CAP	Community Action Program
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
DIBELS	Dynamic Indicators of Early Literacy Skills
DOE	Department of Education (of the State of Louisiana)
DSC	Developing Skills Checklist (Kindergarten assessment)
DSS	Department of Social Services
EAGLE	Enhanced Assessment of Grade Level Expectations
ECE	Early Childhood Education
ESEA	Elementary and Secondary Education Act
ELL	English Language Learner
GEE	Graduating Exit Exam
GLE	Grade-Level Expectations
GPA	Grade Point Average
HIPPY	Home Instruction for Parents of Preschool Youngsters
HS	High School
ID&R	Identification and Recruitment
IHEs	Institutions of Higher Education (community colleges and 4-year institutions)
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
KDG	Kindergarten
LAS	Language Assessment Scales
LaTAAP	Louisiana Teacher Assistance and Assessment Program
LEA	Local Education Agency
LINCS	Learning Intensive Networking Communities for Success
LOA	Local Operating Agency
LDOE	Louisiana Department of Education
LEAP	Louisiana Educational Assessment Program
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NBC	National Board Certification
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (of the U.S. Department of Education)
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PIRC	Parent Information Resource Center
PK	Pre-Kindergarten
PMOL	Principal Means of Livelihood
SDP	Service Delivery Plan
SEA	State Education Agency
SIS	Student Information System
TA	Technical Assistance
TAP	Teacher Advancement Program

I. EXECUTIVE SUMMARY

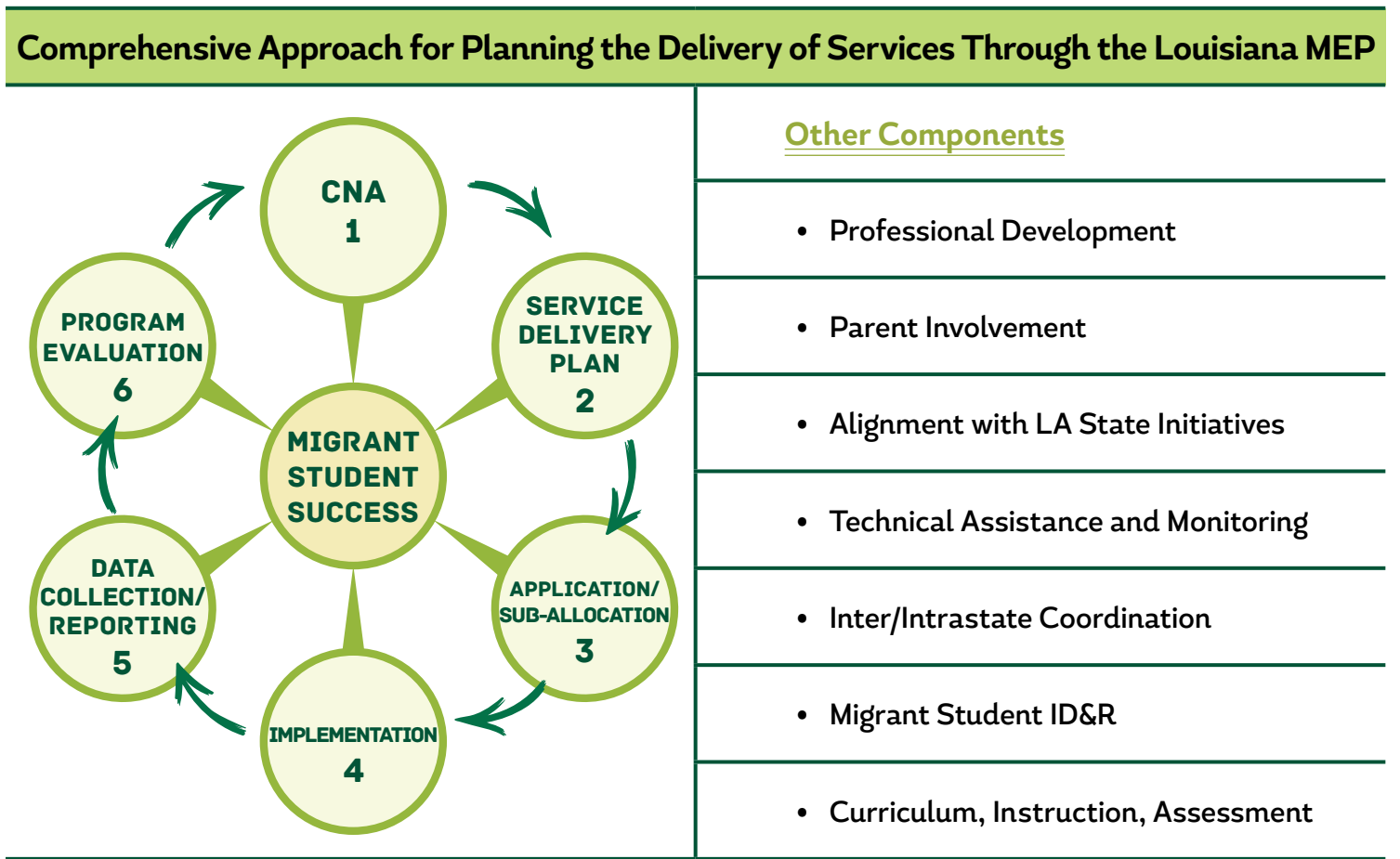
The State Service Delivery Plan (SSDP) is mandated by federal law for all migrant programs, and it marks an important step forward in meeting the needs of migrant students. The Elementary and Secondary Education Act (ESEA), outlines the requirements for the plan's content. The purpose of the plan is to provide guidance for the work of the Migrant Education Program (MEP) in Louisiana for the next three–five years, with the focus of supporting migrant students to achieve high academic standards, thus closing the achievement gap between migrant and non-migrant students.

The State Service Delivery Plan represents the guideline to plan the work to be done not only at the state level but also at the regional and local levels. Eligible migrant students throughout Louisiana are entitled to receive supplemental support services from the migrant education program and thus services offered should not be supplanting services provided by the school districts and schools. Such services range from preschool programs to academic home visits, extended day and summer school classes, and health referrals among other activities. The basis of the SSDP is the Migrant Comprehensive Needs Assessment (CNA), which was originally conducted in 2006 and more recently updated in 2015. The Louisiana Migrant Education Program based the development of this plan in the results of the CNA together with the participation of the local migrant staff, students and parents.

II. STATEWIDE CNA PROCESS

The Statewide CNA Process

Beginning in 2005, Louisiana began the Three-Phase Model designed by OME that consists of Phase I: What is a Comprehensive Needs Assessment?; Phase II: Gathering and Analyzing Data; and Phase III: Decision Making. In 2006, the CNA was completed and the Louisiana MEP SDP was developed in alignment with the CNA. The graphic that follows shows the planning process.



As a result of substantial changes in the demographics and needs of the migrant student population in Louisiana, the State reconvened the Committee to update the CNA and SDP. Meetings were held during 2009 and 2010 to review recent student achievement and outcome data; develop and administer surveys to parents, staff, and MEP administrators; conduct needs assessment focus groups with parents and staff; and review, discuss, and update measurable program outcomes and evaluation activities based on recent data. These activities resulted in the development of the Migrant Education Program CNA Update Report (completed in 2009) and this SDP Update Report (completed in 2010), both of which are on file at the Migrant Education Program office of the Louisiana Department of Education.

With continued changes in Louisiana’s MEP, the State reconvened at CNA/SDP Committee to review recent data. Beginning in the summer of 2014, data were compiled and reviewed in order to inform the CNA update process. A CNA Update Committee was convened by the State utilizing local expert MEP practitioners, SEA staff, and a representative from Louisiana’s CAMP program (see the inside cover for names and affiliations of the Committee members). The Migrant State Director facilitated the meetings.

CNA/SDP Update Committee meetings were held at the Louisiana Capitol Park Welcome Center in August and September, 2014. The objectives for the meetings included:

- To understand the CNA needs assessment planning cycle (and how the work of the Committee fits in);
- To revisit the existing Louisiana MEP CNA and Service Delivery Plan (SDP) and for purposes of updating the CNA;
- To review recent CNA data collected and recommend ways to update and improve the LA MEP CNA and SDP;
- To determine concern statements, develop possible solutions, and prioritize solutions based on needs and available resources; and
- To make recommendations for the direction of services and programs to benefit students in the State.

Data for the analyses in this report were generated from a number of sources. These included:

- Louisiana MERIL 2 Migrant Database;
- Louisiana State Department of Education SIS File;
- 2014-2015 English Language Development Assessment (ELDA) results;
- 2013-2014 Consolidated State Performance Report, Parts I and II; and
- Parent, staff, and students needs assessment survey

These activities resulted in the development of the Migrant Education Program CNA Update Report, completed September 2015. The CNA update is on file at the Louisiana department of Education.

III. PRIORITY FOR SERVICES

As part of the NCLB requirements for Title I-Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as PFS.

State MEP staff, local migrant directors, or their designees provide technical assistance (TA) to staff to help them most efficiently determine the students who are PFS. The criteria is as follows:

Louisiana Migrant Student Priority for Service Criteria

Criterion #1 – Migratory children whose education has been interrupted during the regular school year

1. A change of school during the regular school year due to migratory lifestyle. Regular school year is defined as the first day of the academic calendar to the last day of the academic calendar of a given academic year; or
2. Excessive absence (10 or more days) during regular school year due to migratory lifestyle; or

Criterion #2 – Migratory children who are failing, or at most risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.

1. Migrant students not scoring at level considered proficient or passing on state-administered assessment; or
2. Limited English Proficient migrant students with a demonstrated language proficiency level below advanced in any domain; or
3. Migrant students who have D or F in a core course; or
4. Migrant students not on track to graduate; or
5. Migrant student below grade level on K-3 reading diagnostic; or
6. Pre-K migrant student scoring below proficient on a school-readiness evaluation; or
7. Migrant students who are overaged for grade or who have been retained; or
8. Migrant students with an Individual Education Plan (IEP); or
9. Migrant students who are experiencing homelessness; or
10. Migrant out-of-school youth who are recovery youth
11. Migrant child 0-5 years of age who has not been enrolled in early childhood program

If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered PFS and continues receiving extra educational services as *appropriate and available*.

IV. MEASURABLE PROGRAM OUTCOMES & KEY STRATEGIES

Louisiana’s MPOs and statewide service delivery strategies in the four areas of literacy, numeracy, school readiness, and graduation were designed to guide the planning, implementation, and evaluation of the State MEP.

The MPOs and key strategies in **literacy** follow. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources in literacy that are provided to migrant children in Louisiana.

1.0 LITERACY	LITERACY
Measurable Program Outcome (Objective)	Key Strategies
<p>1a 50% of the students participating in a migrant-funded literacy-development intervention during the regular school year will improve their performance on state ELA assessments administered during that same year.</p>	<ul style="list-style-type: none"> Facilitate enrollment and participation in tutoring and intervention programs;
<p>1b 10% of migrant students without a previous score on a state ELA assessment who participate in a migrant-funded literacy-development intervention for at least 50% of the regular school year will score proficient or above on the state ELA assessments administered during that same year.</p>	<ul style="list-style-type: none"> Provide literacy development resources to families, including, but not limited to, instructional technology;
<p>1c 50% of Limited English Proficient migrant students who participate in a migrant-funded English proficiency development intervention during the regular school year will increase their English proficiency level as measured by norm-based proficiency assessment.</p>	<ul style="list-style-type: none"> Facilitate use of instructional technology to increase literacy skills and language proficiency;
<p>1d 50% of migrant students who participate in a migrant-funded ELA-focused summer educational program for at least 90% of the programs’ duration will improve.</p>	<ul style="list-style-type: none"> Maintain ongoing communications and collaborations with instructional and school staff regarding the needs their migrant students;
<p>1e 80% of migrant parents who participate in a migrant-sponsored or co-sponsored parental involvement activity will report being more engaged in their child’s academic progress.</p>	<ul style="list-style-type: none"> Facilitate family attendance at school-sponsored literacy events;
<p>1f The achievement gap between migrant students and regular education students on state ELA assessments will decrease.</p>	<ul style="list-style-type: none"> Provide resources to develop technology skills needed to succeed in school

The MPOs and key strategies in **numeracy** follow. As with the area of literacy, the numeracy MPOs reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local, school, and community resources in math that are provided to Louisiana migrant students.

2.0 NUMERACY	NUMERACY
Measurable Program Outcome (Objective)	Key Strategies
2a 50% of the students who participate in a migrant-funded numeracy intervention during the regular school year will improve their performance on state numeracy assessments administered during that same year.	<ul style="list-style-type: none"> Facilitate enrollment and participation in tutoring and intervention programs;
2b 10% of migrant students without a previous score on a numeracy state-assessment who participate in a migrant-funded intervention for at least 50% of the regular school year will score proficient or above on the state assessments administered during that same year.	<ul style="list-style-type: none"> Provide numeracy skills development resources to families, including, but not limited to, instructional technology;
2c 50% of migrant students who participate in a migrant-funded numeracy-targeted summer educational program for at least 90% of the programs' duration will improve.	<ul style="list-style-type: none"> Facilitate use of instructional technology to increase literacy skills and language proficiency;
2d 80% of migrant parents who participate in a migrant-sponsored parental involvement activity will report being more engaged in their child's academic progress.	<ul style="list-style-type: none"> Facilitate family attendance at school-sponsored numeracy events;
2e The achievement gap between migrant students and regular education students on state mathematics assessments will decrease.	<ul style="list-style-type: none"> Maintain ongoing communications and collaborations with relevant school staff teachers;
	<ul style="list-style-type: none"> Provide resources to develop technology skills needed to succeed in school

The MPOs and key strategies in **school readiness** are listed below. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources in school readiness that are provided to migrant students in Louisiana..

3.0 SCHOOL READINESS	SCHOOL READINESS
Measurable Program Outcome (Objective)	Key Strategies
3a 50% of migrant families with children 0-5 years of age will receive resources to help the children develop school-readiness skills before entering for Pre-K.	<ul style="list-style-type: none"> Facilitate enrollment in early childhood and family literacy programs such as Pre-K programs, Head Start, etc.;
3b 100% of parents with 3-5 year-old migrant students will receive assistance in registering their children in Pre-K programs.	<ul style="list-style-type: none"> Provide families with information on how to research licensed day-care providers;
3c 80% of migrant parents who participated in migrant-sponsored parental involvement activity will report being more knowledgeable about early childhood resources.	<ul style="list-style-type: none"> Develop relationship with community agencies and faith-based organizations that provide early childhood and school readiness services;
	<ul style="list-style-type: none"> Conduct home visits to provide resources to families on school readiness and developmental milestones

The MPOs and key strategies for migrant secondary students and out-of-school youth in the area of **graduation from high school** are listed below. The objectives reflect the knowledge that the MEP is a supplementary program that adds value to the other Federal, State, local school, and community resources that are provided to migrant students in Louisiana to assist them to graduate.

GRADUATION AND CAREER READINESS	GRADUATION
Measurable Program Outcome (Objective)	Key Strategies
<p>4a 50% of migrant students in grades 9-12 with demonstrated academic risk factor who participate in a migrant-funded intervention will see academic improvement.</p>	<ul style="list-style-type: none"> Facilitate enrollment in tutoring, intervention programs, and credit accrual and recovery programs (including virtual schools) etc.;
<p>4b 50% of migrants students entering 12th grade during reporting year who have participated in a migrant-funded intervention program over the course of two regular school years will graduate.</p>	<ul style="list-style-type: none"> Provide families and students with information on graduation requirements, career readiness programs such as Jump Start, and alternative graduation paths;
<p>4c 80% of migrant parents who participated in migrant-sponsored parental involvement activity will report being more engaged in their child's academic success and more knowledgeable about graduation requirements and college and career readiness programs.</p>	<ul style="list-style-type: none"> Design graduation planner for families with students in grades 9-12;
<p>4d 50% of identified OSY report receiving information regarding educational services and career options.</p>	<ul style="list-style-type: none"> Provide information on high-school equivalency programs such as Louisiana's MEP High School Equivalency Program (HEP);
	<ul style="list-style-type: none"> Maintain ongoing communications and collaborations with school staff regarding the need of their migrant students;
	<ul style="list-style-type: none"> Provide families and students with information on post-secondary programs, including enrollment qualifications;
	<ul style="list-style-type: none"> Facilitate participation in career and post-secondary informational events

V. EVALUATION PLAN AND STATE QUALITY CONTROL PLAN

The evaluation of the Louisiana MEP will be completed by the State. The evaluation will systematically collect information to improve the program and be reviewed annually by the State and/or the evaluator to help make decisions about program improvement and success. Louisiana will prepare an annual implementation and outcomes evaluation report. In accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), Louisiana will report both **implementation and outcome data** to determine the extent to which the measurable outcomes for the MEP in literacy, numeracy, school readiness, and high school graduation have been addressed and met.

Literacy Proficiency Data Element	Who Collects?	How Collected?	When Collected?
50% of the students participating in a migrant-funded literacy-development intervention during the regular school year will improve their performance on state ELA assessments administered during that same year.	LEA/SEA	Assessment scores, SNAP report, Supplemental services tracking form	Fall of following year (when assessment results available)
10% of migrant students without a previous score on a state ELA assessment who participate in a migrant-funded literacy-development intervention for at least 50% of the regular school year will score proficient or above on the state ELA assessments administered during that same year.	LEA/SEA	Assessment scores, SNAP report, Supplemental services tracking form	Fall of following year (when assessment results available)
50% of Limited English Proficient migrant students who participate in a migrant-funded English proficiency development intervention during the regular school year will increase their English proficiency level as measured by norm-based proficiency assessment.	LEA/SEA	ELP Assessment scores, SNAP reports, Supplemental services tracking form	July
50% of migrant students who participate in a migrant-funded ELA-focused summer educational program for at least 90% of the programs' duration will improve.	LEA	Pre-post assessment in targeted area or state assessment re-take, MERIL2	Fall of each year
80% of migrant parents who participate in a migrant-sponsored or co-sponsored parental involvement activity will report being more engaged in their child's academic progress.	LEA	Parent surveys, Agendas, Sign-in sheets	July of each year
The achievement gap between migrant students and regular education students on state ELA assessments will decrease.	LEA	Assessment data, AYP determinations	Following year when data available

Numeracy Proficiency Data Element	Who Collects?	How Collected?	When Collected?
50% of the students who participate in a migrant-funded numeracy intervention during the regular school year will improve their performance on state numeracy assessments administered during that same year.	LEA/SEA	Assessment scores, SNAP report, Supplemental services tracking form	Fall of each year for previous year (or when assessment results available)
10% of migrant students without a previous score on a numeracy state-assessment who participate in a migrant-funded intervention for at least 50% of the regular school year will score proficient or above on the state assessments administered during that same year.	LEA/SEA	Assessment scores, SNAP report, Supplemental services tracking form	Fall of each year for previous year (or when assessment results available)
50% of migrant students who participate in a migrant-funded numeracy-targeted summer educational program for at least 90% of the programs' duration will improve.	LEA	Pre-post assessment in targeted area or state assessment re-take, MERIL2	Fall of each year
80% of migrant parents who participate in a migrant-sponsored parental involvement activity will report being more engaged in their child's academic progress.	LEA	Parent surveys, Agendas, Sign-in sheets	July of each year
The achievement gap between migrant students and regular education students on state mathematics assessments will decrease.	LEA	Assessment data, AYP determinations	Following year when data available

School Readiness Proficiency Data Element	Who Collects?	How Collected?	When Collected?
50% of migrant families with children 0-5 years of age will receive resources to help the children develop school-readiness skills before entering for Pre-K.	LEA	Parent survey, Home visit logs, Workshop agendas, Sign-in sheet	July of each year
100% of parents with 3-5 year-old migrant students will receive assistance in registering their children in Pre-K programs.	LEA	Parent survey, Home visit logs, Workshop agendas, Sign-in sheet	July of each year
80% of migrant parents who participated in migrant-sponsored parental involvement activity will report being more knowledgeable about early childhood resources.	LEA	Parent survey	July of each year

High School Graduation Data Element	Who Collects?	How Collected?	When Collected?
50% of migrant students in grades 9-12 with demonstrated academic risk factor who participate in a migrant-funded intervention will see academic improvement.	LEA	Grade reports, Teacher feedback, Supplemental services tracking form	July of each year
50% of migrant students entering 12 th grade during reporting year who have participated in a migrant-funded intervention program over the course of two regular school years will graduate.	LEA/SEA	Graduation data, Supplemental services tracking form.	From LEA in fall of following year
80% of migrant parents who participated in migrant-sponsored parental involvement activity will report being more engaged in their child's' academic success and more knowledgeable about graduation requirements and college and career readiness programs.	LEA	Parent and student surveys	July of each year
50% of identified OSY report receiving information regarding educational services and career options.	LEA	OSY surveys, Supplemental services tracking form	

Data Collection and Reporting System

Demographic data and program compliance information will be reported on ID&R efforts, student participation, program coordination activities, staff and parent attitudes about program effectiveness, professional development, monitoring and technical assistance, and program strengths and areas needing improvement.

The Louisiana MEP relies on a number of sources of information and vehicles for the storage and retrieval of data and the generation of reports. Local MEP coordinators and other staff including MEP advocates collect parent and staff surveys, student achievement and other outcome data, and implementation data such as parent training rosters and focus group results. These individuals are responsive to the SEA when data are requested. In addition to data on student achievement that is stored on the State website at www.louisianabelieves.com, the MEP utilizes the following main sources of information:

- Louisiana MERIL2 Migrant Database; and
- Louisiana Department of Education SIS File

ID&R Quality Control Plan

The State MEP is responsible for implementing procedures to ensure the accuracy of eligibility information received from recruiters and others identifying or recruiting potential migrant students. The Certificate of Eligibility (COE) is the form the State uses to document MEP eligibility determinations to:

- keep records of eligibility determinations to verify the veracity of the counts;
- maintain documentation of eligibility determinations to demonstrate that only children who met the definition of “migratory child” were served; and the services the MEP will provide on a statewide basis; and
- monitor the operations of subgrantees by reviewing records of eligibility determinations to verify that the subgrantee is administering the MEP in accordance with the law.

The first line of quality control is professional development to help prevent errors with training provided for State MEP staff, regional coordinators, and recruiters. Quality assurance also occurs through COE review at three levels:

1. the recruiter level;
2. the regional recruiter level; and
3. the State level

At each level, reviews for accuracy are undertaken to verify:

- Completeness (e.g., Has the form been completed in its entirety?)
- Fidelity to the instructions provided on the COE (e.g., Is there a separate COE for each member of the family with different last names, residency dates, or qualifying arrival dates?)
- COE number and year, project ID, and project name
- Data from the *Parent and Child* sections of the COE
- Eligibility data
- Parent/guardian consent signature
- Interviewer and reviewer signature

A copy of Louisiana’s Quality Control Policies and Procedures Manual can be found through the following link:

<http://www.louisianamigrantidr.com/quality-control.php>