

# 2017

## State Service Delivery Plan -



California Department of Education  
Migrant Education Office  
Sacramento, California

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## Executive Summary

California's State Service Delivery Plan serves as a guiding document in the implementation of Title I, Part C services for migratory children as required under Section 1306 of the Every Student Succeeds Act. This three-year plan will be implemented starting in the 2018–19 school year and run through the 2020–21 school year.

In 2016–17, the California Department of Education began the process for developing this comprehensive plan for how Migrant Education Program services are delivered throughout the state in order to meet the unique needs of migratory children. A series of stakeholder meetings allowed stakeholders, including migratory parents, to examine both student achievement and programmatic data. In reviewing the data, stakeholders identified and prioritized migratory students' needs and selected preliminary strategies to address those needs. In total, the stakeholder committee prioritized more than 26 student needs over the following nine focus areas:

- 1) English Language Arts
- 2) Mathematics
- 3) English Language Development
- 4) High School Graduation/Dropout Prevention
- 5) School Readiness
- 6) Out-of-School Youth
- 7) Health
- 8) Parent and Family Engagement
- 9) Student Engagement

The high number of migratory student needs identified by stakeholders required further prioritization by the California Department of Education and stakeholders. The migratory student needs that were determined to be not as critical were moved to informal program guidance found in Section III.

The State Service Delivery Plan identifies 12 priority needs and multiple strategies to address each need.<sup>1</sup> Strategies for service delivery are monitored by measurable program outcomes to evaluate the strategies' implementation by subgrantees.

To evaluate program effectiveness, the California Department of Education will employ a two-pronged approach: 1) provide subgrantees' with annual and end-of-plan progress reports, 2) develop a final performance report for local, state, and federal use. The annual progress reports for subgrantees will support local Migrant Education Programs in continuous program improvement, including showing growth towards the performance targets set forth in this plan.

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<sup>1</sup> Depending on the revised needs for English Language Development, due to California's transition between English Language Proficiency assessments, one or two additional needs may be included once data for the new assessment is analyzed.

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The final performance report will detail the statewide progress on meeting the performance targets set by the California Department of Education and its stakeholders.

Beginning in 2018, the California Department of Education will implement a series of local trainings in order to support subgrantees. These trainings will provide direct support in aligning current local services to the State Service Delivery Plan.

## Section I: Introduction

One of the primary objectives of the California Department of Education (CDE) is the implementation of high-quality effective programs and services for migratory children (ages 3–21) throughout California. In order to ensure that program and services meet the needs of migratory children and their families, the CDE routinely assesses the needs of migratory children and parents/guardians through a local and statewide CNA. Based on the needs identified in the statewide CNA, the SSDP outlines California’s plan to deliver and evaluate Migrant Education Program-funded services and activities for migratory children and their families.

### Legislative Mandate

As noted by the federal Office of Migrant Education (OME), in the *Migrant Education Service Delivery Plan Toolkit* (Toolkit)<sup>2</sup>, three main documents direct and guide migrant education programs and their service delivery: 1) the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), 2) the Code of Federal Regulations, and 3) the Non-Regulatory Guidance. All three of these documents require each State Education Agency (SEA) Migrant Education Program receiving Title I, Part C federal funds, to ensure that the state and local operating agencies identify and address the unique educational needs of migratory children through the development of a statewide CNA and SSDP. The ESEA provides the statutory authority for the Migrant Education Program (MEP), while the Code of Federal Regulations (Title 34, Sec. 200.83) and the Non-Regulatory Guidance for Title I, Part C, of ESEA, identify specific components that must be included in the SSDP and requires the SEA to evaluate the effectiveness of their SSDP. Consistent with guidance, the CDE identified the unique educational needs of migratory children via the statewide CNA and developed the SSDP to provide guidance to local MEPs in addressing those needs through a collaborative stakeholder process.

### Description of California’s Migrant Education Program

The California MEP is a federally funded program authorized under Title I, Part C. The provisions of the MEP are included in Part C of Title I of the ESEA. The MEP is designed to support high-quality supplemental and comprehensive educational programs for migrant children to help reduce the education disruption and other problems that result from repeated moves. The most recent data for the MEP from 2015–16 shows there were over 96,750 migratory children, including prekindergarten and Out-of-School Youth (OSY) statewide.

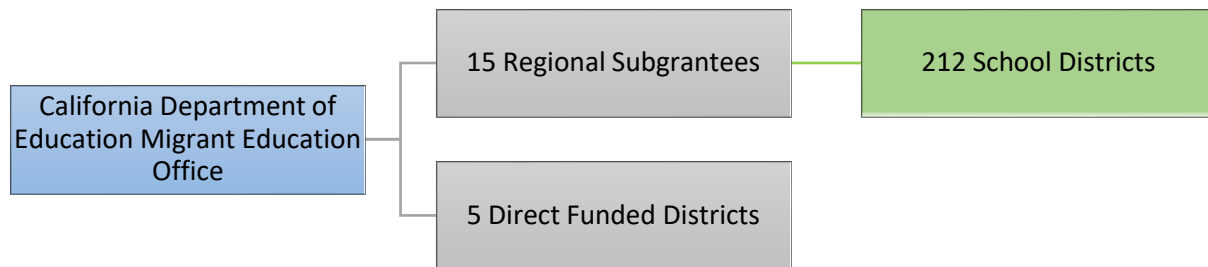
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<sup>2</sup> U.S. Department of Education. 2012. The Migrant Education Service Delivery Plan Toolkit: [https://results-assets.s3.amazonaws.com/tools/sdp\\_toolkit/sdp-toolkit.pdf](https://results-assets.s3.amazonaws.com/tools/sdp_toolkit/sdp-toolkit.pdf)

## Structure of the State Program

The California MEP is primarily operated based on a regional structure and 15 multidistrict regional subgrantees and 5 direct-funded single-district subgrantees. Under the direct supervision of the 15 regional subgrantees are approximately 212 school districts with migratory students that have either a District Service Agreement or a Memorandum of Understanding with individual regional subgrantees (see Figure 1 below).

**Figure 1. Structure of the California Migrant Education Program**



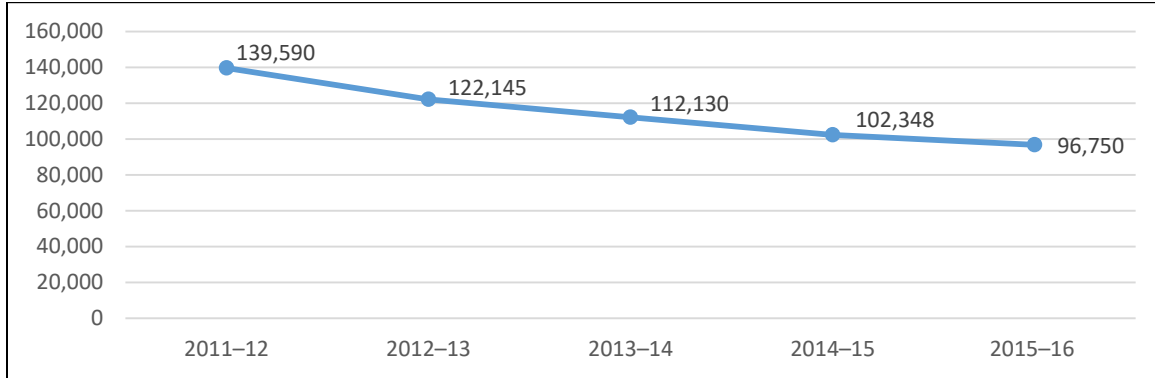
## Characteristics of California's Migratory Population

California continues to have the largest migratory student population as it is the leading state in cash farm receipts in the country.<sup>3</sup> California provides over a third of the country's vegetables and approximately two-thirds of the country's fruits and nuts. The California Department of Food & Agriculture notes that California's leading exports in 2015, by value, were almonds, dairy products, walnuts, wine, and pistachios. Due to the high need for agricultural labor, California's migratory population is more than twice that of Texas, which is home to the second largest migratory population in the country. In 2014–15, the U.S. Department of Education (ED) reported a total of 102,348 migratory children eligible for services (31 percent of the national total), while Texas reported 42,276 migratory children eligible for services (13 percent of the national total). However, similar to other Title I, Part C funded programs, California's migratory population has been on the decline for the past several years.

While California's migratory population remains the largest in the nation, California's migratory child count decreased to 96,750 in 2015–16, a decrease of nearly 7 percent compared to the numbers identified in 2014–15. This downward trend is consistent across all age groups of migratory children, with the largest population declines among OSY ages 19 to 21 years. Figure 2 shows the downward trend in migratory children population size between 2011–12 and 2015–16.

**Figure 2. Trend in the Number of Migratory Children in California, Age 3 to 21 years 2011–12 to 2015–16**

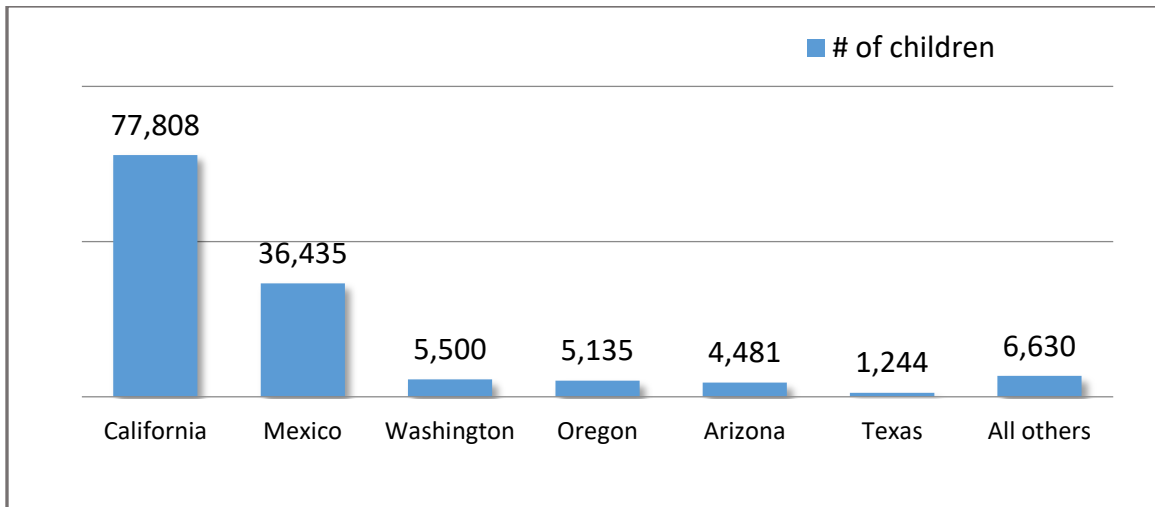
<sup>3</sup> California Department of Food and Agriculture. 2015. 2015 Crop Year Report. Sacramento, California: California Department of Food and Agriculture. <https://www.cdfa.ca.gov/statistics/>



Source: Consolidated State Performance Report, 2011-12 to 2015-16.

The California MEP recruits migratory students who primarily migrate within California as well as Mexico and several states within the United States. Most of California's migratory children make intrastate qualifying moves. In 2013-14, California recruited 77,808 migratory children who made a qualifying move within California. The second largest group of migratory children, approximately 36,500 migratory children, made a qualifying move from Mexico. Washington, Oregon, and Arizona, also share a significant number of migratory children with California. Figure 3 shows the number of children recruited in California by originating location.

**Figure 3. Number of Migratory Children Recruited in California, by Originating Location, 2013-14**



Source: Migrant Student Information Network (MSIN) Databases for the MEP, 2013-14.

Migratory students who have made a qualifying move within the previous year 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, are classified as priority for service (PFS). Local MEPs have the responsibility to ensure that these students are prioritized for MEP services. In 2015-16, the California MEP had a total of 5,435 PFS students, which is an increase of 351 students from

2013–14. Table 1 identifies the number of eligible migratory students classified as PFS for year 2010–11 through 2015–16.

**Table 1. Number of Migratory Student Classified as Priority for Service, 2010–11 to 2015–16**

Academic Year	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Number of PFS students	6,256	6,054	6,088	5,084	5,231	5,435

Source: Ed Data Express, 2010–11 to 2015–16.

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As noted above, the CDE subgrants funds to 20 local educational agencies (Figure 4 identifies the locations of each of the 20 subgrantee program areas). The CDE annually reviews the grant applications and allocates 99 percent of funds to subgrantees. To further monitor the local grant utilization, the CDE conducts Federal Program Monitoring visits, quarterly budget expenditure reviews, and works closely with subgrantees to reduce administrative costs.

In addition to the grant review and monitoring responsibilities, the CDE manages the California Migrant Student Information Network (MSIN), which is separate from the California Longitudinal Pupil Achievement Data System (CALPADS)<sup>4</sup>. The MSIN collects all federally required data elements and generates data reports that guide state and local migrant program development and evaluation. It is able to provide migratory student service tracking and move-pattern analysis. In addition, the system provides daily and annual data for submission of reports to the federal government.

The CDE provides extensive technical assistance in eight areas of the prior SSDP: English language arts, math, high school graduation, OSY, school readiness, health, parent involvement and identification and recruitment through site visits, webinars, workshops, and conferences.

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<sup>4</sup> For more information on CALPADS, visit: [https://www.ed-data.org/article/About-California's-Longitudinal-Pupil-Achievement-Data-System-\(CALPADS\)](https://www.ed-data.org/article/About-California's-Longitudinal-Pupil-Achievement-Data-System-(CALPADS))

Figure 4. Migrant Education Program Subgrantee Program Areas



## Planning Process

Developing the SSDP required extensive planning and coordination. Table 2 identifies the CDE and CA CC staff responsible for the planning and implementation of the SSDP's development.

**Table 2. Planning Team Members**

Personnel	Job Title/Organization
Celina Torres	Administrator, MEO, CDE
Chunxia Wang	Education Research and Evaluation Consultant, MEO, CDE
Melissa Mallory	Project Lead, Education Programs Consultant, MEO, CDE
Veronica Aguila	Director, English Learner Support Division (ELSD), CDE
Lisa Severino	Research Associate, CA CC, WestEd
Debra T. Benitez	Director of Research and Impact Assessment Services, CA CC, WestEd

The major activities conducted during the development of the statewide CNA and SSDP are listed below according to the following calendar in Table 3.

**Table 3. Comprehensive Needs Assessment and State Service Delivery Plan Project Timeline**

Timeline	Activity
2014–15 Program Year	Implementation of 20 local CNAs; gathering local stakeholder input
Apr. 2016	CDE receives final drafts of the 20 local CNA reports
Aug. 2016	Establishment of CNA/SSDP Management and Data Team
Aug.–Jan. 2016	CNA/SSDP Bi-monthly Planning Meetings
Sept. 2016	MEP Directors' Meeting: CNA Update
Sept. 2016	Meta-analysis of 20 local CNAs completed
Sept.–Nov. 2016	Intensive data collection period
Sept.–Dec. 2016	Review research on evidence-based practices for specific focus areas
Oct. 2016	Webinar: Findings from the CNA Meta-analysis
Nov. 2016	Application for participation on the CNA/SSDP Stakeholder Committee sent to MEP staff
Dec. 2016	Migrant Student Profile finalized
Dec. 2016	MEP Directors' Presentation: Findings from the CNA Meta-analysis
Dec. 2016	Participants for the CNA/SSDP Stakeholder Committee are selected
Feb. 2017	Held four CNA Stakeholder Committee and Subcommittee meetings
Mar. 2017	Development of draft statewide CNA
Mar. 2017	Development of draft outcomes, outputs, indicators and performance targets for SSDP
Apr. 2017	CNA Stakeholder Committee provides input on draft statewide CNA



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Timeline	Activity
Apr. 2017	Fifth and sixth SSDP Stakeholder Committee meeting; review 2015–2016 statewide ELA and Math data
Apr. 2017	Present CNA and SSDP findings to State Parent Advisory Council (SPAC); collect input from SPAC
Apr.–May 2017	Finalize draft statewide CNA
May 2017	MEP Directors’ Presentation: California’s Statewide CNA
Jun.–Aug. 2017	Development of draft SSDP
Jan. – Feb. 2018	Presentations and Trainings: California’s Statewide CNA and SSDP

## Section II: Comprehensive Needs Assessment: Identifying Needs

### Overview of the Comprehensive Needs Assessment Process

The development of the statewide CNA was a multiple step process consisting of careful planning, data collection and analysis, and collaboration with stakeholders. The CDE Management and Data Team<sup>5</sup> followed the broad steps identified below:

#### Step 1: Planning

With guidance from OME, the CDE identified the process for developing the CNA and SSDP. The following key elements were completed during the planning phase of the CNA/SSDP process:

- Reviewed all CNA and SSDP guidance and resources from OME.
- Designed CNA and SSDP process and timelines complete with milestones.
- Established the CNA/SSDP Stakeholder Committee.

#### Step 2: Data Collection

Developing appropriate outcomes, indicators, performance targets, and soliciting authentic stakeholder input are dependent on reliable data. Data for the CNA and SSDP were gathered from multiple sources. Step 2 in the process included the following actions:

- Completed a meta-analysis of the 20 local CNAs administered by MEP subgrantees.
- Developed the Migrant Student Profile.<sup>6</sup>
- Reviewed literature on best practices to address deficiencies for identified focus areas.

#### Step 3: Gathering Stakeholder Input

The CNA/SSDP Stakeholder Committee participated in a collaborative process to identify key elements of the CNA and SSDP. In Step 3 of the process, stakeholders:

- Reviewed findings from the meta-analysis and the Migrant Student Profile with the CNA/SSDP Stakeholder Committee.
- Reviewed evidence-based practices to improve achievement in all areas.
- Made key decision points for the three major areas of the CNA:
  - Develop and prioritize concern statements

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<sup>5</sup> The CDE Management and Data Team was responsible for planning, implementing, and evaluating the various aspects of the CNA and SSDP development.

<sup>6</sup> The Migrant Student Profile compiled all available migratory child data for the nine focus areas into one report that the CNA/SSDP Stakeholder Committee and CDE Management and Data Team used to identify student needs and guide program development.

- Identify and prioritize need statements
- Select initial strategies to address specific needs
- Identify areas in which data collection can improve

#### Step 4: Transitioning to a State Service Delivery Plan

Transitioning from identification of needs in the CNA to development of the appropriate performance targets for the SSDP included:

- Development of the final draft of the statewide CNA.
- Shared the draft statewide CNA with stakeholders, including the SPAC, for input and feedback.
- Used CNA as the starting point to initiate the SSDP process.
- Presented the draft performance targets to stakeholders, including the SPAC for input and feedback.

The CDE laid out the plan for development the SSDP beginning in August 2016. Focus areas contained in the CNA and SSDP were identified after conducting a meta-analysis of 20 local CNAs implemented by the subgrantees. Data collection, through the development of the Migrant Student Profile, and research of best practices for identified focus areas were all conducted prior to relevant stakeholder meetings. With the assistance of interpreters<sup>7</sup>, the CNA/SSDP Stakeholder Committee met four times to review the Migrant Student Profile, deliberate on their concerns about migratory students, and identify migratory student needs. Findings from the CNA/SSDP collaborative process are identified in the next section.

#### Comprehensive Needs Assessment Findings

The CDE CNA/SSDP stakeholder process was completed in April 2017. The Migrant Student Profile was designed to assist stakeholders in understanding the demographic characteristics and unique educational needs of California's MEP-eligible children. It provides an awareness of migratory children population size, age, home language, and educational outcomes. It also explores characteristics of California's migratory Out-of-School Youth (OSY) population, and migratory children school readiness, parent involvement, health service needs, and engagement in school. Stakeholders utilized this profile as they identified migratory student needs. The CNA/SSDP Stakeholder Committee divided into content-specific subcommittees in which participants reviewed student achievement data, English language proficiency data, high school graduation and dropout rates. Stakeholder subcommittees reviewed limited data on school readiness, OSY, parent and family engagement, and student engagement.

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<sup>7</sup> The CNA/SSDP Stakeholder Committee included migratory parents.

Furthermore, stakeholders reviewed research on evidence-based strategies to support at-risk populations and the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*<sup>8</sup> and the *Mathematics Framework for California Public Schools, K-12*<sup>9</sup> in order to prioritize possible strategies to address the unique needs of migratory children. Throughout this process, stakeholders reflected on the following questions:

- What evidence-based strategies and supports do the research identify for this specific focus area?
- What possible challenges do you see with this strategy/support?
- Has this been implemented in your region? If so, what resources were needed?

The SSDP strategies and supports will be discussed in the next chapter of this report. The following tables summarize the data stakeholders analyzed and key decision points for each of the nine focus areas developed during the CNA stakeholder process. It was important to the collaborative process that the CDE maintain the authenticity of stakeholder responses; however, the CDE did reformat the data sections in order for readability purposes.

### English Language Arts

The CNA/SSDP Stakeholder Committee had access to both the California Standards Test (CST) data and Smarter Balanced Assessment data to analyze while identifying migratory student needs in ELA. Beginning with the 2013–14 school year, California Assessment of Student Performance and Progress (CAASPP) replaced the Standardized Testing and Reporting (STAR) system, which had been in place since 1998. The CAASPP Smarter Balanced ELA and Mathematics Assessments are aligned to California’s state-adopted academic standards. The CAASPP allows students to demonstrate analytical writing, critical thinking, and problem solving skills of content knowledge in ELA.<sup>10</sup>

Student scores are reported on overall achievement and by claims that focus on specific knowledge and skills. Overall ELA or Math Achievement levels consist of Level 1 – Standard Not Met, Level 2 – Standard Nearly Met, Level 3 – Standard Met, and Level 4 – Standard Exceeded.

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<sup>8</sup> The *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* offers guidance for providing all California students a world-class education in English language arts and in literacy in history/social studies, science, and technical subjects.

<sup>9</sup> The *Mathematics Framework for California Public Schools, K-12* highlights essential information and provides guidance in mathematics.

<sup>10</sup> CAASPP: Understanding Your Student Score Report, CDE: <http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp>.

Students' CAASPP scores are categorized by claims, which are broad, evidence-based statements about what students know and can do in specific areas, as demonstrated by their performance on the assessment. The claims for ELA are:

- Claim 1 - Reading
- Claim 2 - Writing
- Claim 3 - Speaking and Listening
- Claim 4 - Research and Inquiry

Based on their assessment performance, students are assigned one of three claim achievement levels: Below Standard, Near Standard, or Above Standard. All of the goal areas, including the data summaries, concern statements, and need statements identified below, are based on the needs identified in the review of 2015–16 CAASPP data.

**Table 4. Data Summary, Concern Statement, and Need Statement for Overall English Language Arts Achievement**

GOAL AREA: Overall ELA Achievement <sup>11</sup>	
<b>Data Summary:</b> 2015–16 CAASSP ELA Achievement	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 24 percent met or exceeded the standard.</li> <li>• <b>Migratory PFS Students:</b> 11 percent met or exceeded the standard.</li> <li>• <b>All Students:</b> 49 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded.</li> <li>• The overall achievement gap between Migratory and All Students is 25 percentage points, while the gap widens when comparing Migratory PFS and All Students to 38 percent.</li> </ul>
<b>Concern Statement</b>	We are concerned that the majority of Migratory Students are performing at Below Standard in overall ELA achievement.
<b>Need Statement</b>	An additional 25 percent of Migratory Students need to meet or exceed the ELA standards.

<sup>11</sup> This goal area is consistent with OME's requirement for the Government Performance and Results Act of 1983.

**Table 5. Data Summary, Concern Statement, and Need Statement for Claim 1 - Reading Achievement**

GOAL AREA: Claim 1 - Reading	
<b>Data Summary:</b> 2015–16 CAASSP Claim 1 – Reading	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 45 percent performed at Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 34 percent scored Near or Above Standard.</li> <li>• <b>All Students:</b> 67 percent scored at Near or Above Standard.</li> <li>• The gap between Migratory and All Students who perform Near or Above Standard is 22 percentage points.</li> <li>• The gap between Migratory PFS and All Students who perform Near or Above Standard is 33 percentage points.</li> </ul>
<b>Concern Statement</b>	We are concerned that the majority of migratory students are performing Below Standard in reading.
<b>Need Statement</b>	An additional 22 percent of Migratory Students need to score Near or Above Standard in reading achievement.

**Table 6. Data Summary, Concern Statement, and Need Statement for Claim 2 - Writing**

GOAL AREA: Claim 2 - Writing	
<b>Data Summary:</b> 2015–16 CAASSP Claim 2 – Writing	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 50 percent scored Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 35 percent scored Near Standard; only three percent are Above Standard.</li> <li>• <b>All Students:</b> 71 percent scored Near or Above Standard.</li> <li>• The gap between Migratory and All Students who perform Near or Above Standard is 21 percentage points.</li> <li>• There is a 36 percentage point difference between Migratory PFS and All Students scoring near or above standard.</li> </ul>
<b>Concern Statement</b>	We are concerned that the majority of migratory students are performing Below Standard in writing.
<b>Need Statement</b>	An additional 21 percent of Migratory Students will move from Below Standard to Near or Above Standard in writing.

## Mathematics

Similar to ELA, Students' CAASPP mathematics scores are scored by overall mathematical achievement with the same achievement levels (i.e., Level 1 – Standard Not Met, Level 2 – Standard Nearly Met, Level 3 – Standard Met, and Level 4 – Standard Exceeded). There are three claims related to specific knowledge and skills on the Smarter Balanced Assessment for math. They are: (1) Claim 1 - Concepts and Procedures, (2) Claim 2 - Problem Solving and (3) Claim 3 - Communicating Reasoning.

Based on their performance on the math assessments, students are assigned one of three claim achievement levels: Below Standard, Near Standard, or Above Standard. The Math Stakeholder

Subcommittee reviewed two years (i.e., 2014–15 and 2015–16) of CAASPP math achievement data. The tables below identify the data to support both the concern and need statements.

**Table 7. Data Summary, Concern Statement, and Need Statement for Overall Mathematics Achievement**

GOAL AREA: Overall Math Achievement <sup>12</sup>	
<b>Data Summary:</b> 2015–16 CAASSP Math Achievement	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 16 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded on overall math achievement.</li> <li>• <b>Migratory PFS Students:</b> 5 percent met the standard.</li> <li>• <b>All Students:</b> 37 percent met or exceeded the math standards creating a 21 percentage point gap between Migratory and All Students.</li> <li>• Migratory Students are 21 percent less likely to meet or exceed the overall math standards. When comparing Migratory PFS and All Students, the gap widens to 32 percentage points.</li> </ul>
<b>Concern Statement</b>	We are concerned that the majority of Migratory Students are performing Below Standard in overall math achievement
<b>Need Statement</b>	An additional 21 percent of migratory students need to meet or exceed the math standards

**Table 8. Data Summary, Concern Statement, and Need Statement for Claim 2 - Problem Solving and Modeling Data**

GOAL AREA: Problem Solving and Modeling Data	
<b>Data Summary:</b> 2015–16 CAASSP Claim 2 – Problem Solving and Modeling Data	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 44 percent scored at Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 35 percent scored Near Standard; only three percent are Above Standard.</li> <li>• <b>All Students:</b> 64 percent scored at Near or Above Standard.</li> <li>• Migratory Students are 20 percent less likely to score at the Near or Above Standard level than All Students in problem solving and modeling data.</li> <li>• Migratory PFS Students are 29 percent less likely to score at the Near or Above Standard levels when compared with All Students.</li> </ul>
<b>Concern Statement</b>	We are concerned that migratory students are underperforming in problem solving and modeling data.
<b>Need Statement</b>	Twenty percent of Migratory Students need to move their scores to the Near or Above Standard levels.

**Table 9. Data Summary, Concern Statement, and Need Statement for Math Claim 1 - Concepts and Procedures**

GOAL AREA: Concepts and Procedures	
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<sup>12</sup> This goal area is consistent with OME's requirement for the Government Performance and Results Act of 1983.

<b>Data Summary:</b> 2014–16 CAASSP Claim 1 - Concepts and Procedures	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> In 2015–16, 35 percent scored at Near or Above Standard on Claim 1 which is an 18 percent decrease from 2014–15.           <ul style="list-style-type: none"> <li>○ In 2014–15, 53 percent of Migratory Students scored at Near or Above Standard.</li> </ul> </li> <li>• <b>Migratory PFS Students:</b> In 2015–16, 22 percent scored at Near Standard and two percent scored Above Standard.</li> <li>• <b>All Students:</b> 55 percent scored at Near or Above Standard.</li> <li>• Based on 2015–16 data, Migratory Students are 20 percent less likely to score at Near or Above Standard level than the All Student group in mathematical concepts and procedures.</li> <li>• Migratory PFS Students are 31 percent less likely to score Near or Above Standard when compared to All Students.</li> </ul>
<b>Concern Statement</b>	We are concerned that almost half of Migratory Students lack knowledge and skills in mathematical concepts and procedures.
<b>Need Statement</b>	Twenty percent of Migratory Students need to move their scores to Near or Above Standard levels.

### English Language Development

California is in the midst of transitioning from administration of the California English Language Development Test (CELDT) to administration of the English Language Proficiency Assessments for California (ELPAC). In 2018–19, California will fully transition from the CELDT to the ELPAC to measure students' English language proficiency (ELP). Since the SSDP will be operational from 2018–19 through 2020–21, the tables below will have to be revised once the 2018–19 data are available; however, the CDE required that stakeholders review available CELDT data to gain a better understanding of current migratory student's ELP needs. Tables 10 and 11 summarize these data, concerns, and needs, regarding ELD in two grade spans, Grades 1–3 and Grades 10–12. During the first year of the SSDP's implementation, subgrantees should focus on supporting students performing below proficiency in these two grade spans as performance targets for the ELPAC will not be developed until the second year of the SSDP's implementation.



**Table 10. Data Summary, Concern Statement, and Need Statement for English Language Development, Grades 1–3**

GOAL AREA: Grades 1–3	
<b>Data Summary:</b> 2014–15 Overall CELDT	<ul style="list-style-type: none"> <li>• <b>Migratory ELs:</b> 21 percent scored at the Early Advanced and Advanced level.</li> <li>• <b>Non-migratory ELs:</b> 35 percent scored at the Early Advanced and Advanced level.</li> <li>• Migratory ELs are 14 percent less likely to score at the Early Advanced and Advanced levels.</li> </ul>
<b>Concern Statement</b>	We are concerned that the majority of migratory students in Grades 1–3 have limited English language proficiency.
<b>Need Statement</b>	An additional 15 percent of Migratory ELs in Grades 1–3 need to score at the Early Advanced and Advanced levels.

**Table 11. Data Summary, Concern Statement, and Need Statement for English Language Development, Grades 10–12**

GOAL AREA: Grades 10–12	
<b>Data Summary:</b> 2014–15 Overall CELDT	<ul style="list-style-type: none"> <li>• The gap between Migratory and Non-migratory ELs scoring at Early Advanced and Advanced grew by 7 percentage points between Grades 7–9 and Grades 10–12.</li> <li>• 5 percentage point difference between Migratory and Non-migratory ELs who scored at Early Advanced and Advanced levels in Grades 7–9.</li> <li>• 12 percentage point difference between Migratory and Non-migratory ELs who scored at Early Advanced and Advanced levels in Grades 10–12.</li> </ul>
<b>Concern Statement</b>	We are concerned by the decrease in the percent in migratory students who scored at the Early Advanced and Advanced in Grades 10–12.
<b>Need Statement</b>	To keep the gap consistent, an additional 8 percent of Migratory ELs need to score at Early Advanced and Advanced levels in Grades 10–12.

### High School Graduation and Dropout Rates

The CNA/SSDP Stakeholder Committee reviewed the four-year adjusted cohort graduation and dropout data from 2010–16. Although California’s migratory student population is less likely than all students to graduate and more likely to drop out of school, migratory students appear to be closing these gaps. Between 2013–14 and 2015–16, the graduation rate gap decreased from six percentage points to one and six tenths of a percentage point; and between 2012–13 and 2015–16, the dropout rate gap declined from four percent to six tenths of a percentage point. Tables 12 and 13 summarize these data, concerns, and needs for high school graduation and dropout rates.

**Table 12. Data Summary, Concern Statement, and Need Statement for High School Graduation**

GOAL AREA: Graduation Rate	
<b>Data Summary:</b> Trends in High School Graduation Rate, 2010–16	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 82 percent graduated high school in 2015–16.</li> <li>• <b>All Students:</b> 83 percent graduated high school in 2015–16.</li> <li>• In 2015–16, the gap for high school graduation increased by a tenth of a percentage to 1.6 percent. Migratory Students were 1.5 percent less likely to graduate than All Students in 2014–15; a 3.2 percent decrease from 2013–14. The gap stayed fairly consistent from 2010–11 to 2013–14 at between four and five percent.</li> </ul>
<b>Concern Statement</b>	We are concerned that migratory students are not graduating at the same rate as their non-migratory peers.
<b>Need Statement</b>	Increase the number of migratory students graduating high school by 1.6 percent.

**Table 13. Data Summary, Concern Statement, and Need Statement for High School Dropout Rate**

GOAL AREA: Dropout Rate	
<b>Data Summary:</b> Trends in High School Dropout Rate, 2010–16	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 10.4 percent dropped out of high school in 2015–16.</li> <li>• <b>All Students:</b> 9.8 percent dropped out of high school in 2015–16.</li> <li>• Migratory Students' dropout rate has steadily decreased since 2010–11.</li> <li>• Migratory Students were six tenths of a percentage more likely to drop out of high school in 2015–16.</li> </ul>
<b>Concern Statement</b>	We are concerned that migratory students are more likely to drop out of school than are non-migratory students.
<b>Need Statement</b>	Decrease the number of migratory students dropping out of high school by 0.6 percent.

### School Readiness

Due to statewide data limitations, much of the discussion regarding achievement centered on stakeholder expertise of local part and full-time school readiness services in addition to student and parent participation data. Tables 14 and 15 summarize the data, concerns, and need for the two goal areas.

**Table 14. Data Summary, Concern Statement, and Need Statement for School Readiness: Primary and Secondary Language Development**

GOAL AREA: Primary and Secondary Language Development	
<b>Data Summary:</b> Qualitative	<ul style="list-style-type: none"> <li>• Students lack primary language development and therefore transferring vocabulary to English is more difficult.</li> </ul>

<b>Stakeholder Data</b>	<ul style="list-style-type: none"> <li>○ Parents are unaware of the communication strategies they can use to help develop the children’s primary and English language (e.g., developing vocabulary, using complete sentences).</li> <li>● The largest ELP need for migratory first graders is in reading and writing.</li> </ul>
<b>Concern Statement</b>	We are concerned that most migratory children (ages 3–5), lack adequate primary and English language development for school readiness.
<b>Need Statement</b>	Migratory children need additional primary and English language development in order to be better prepared for kindergarten.

**Table 15. Data Summary, Concern Statement, and Need Statement for School Readiness: Social Emotional Maturity**

GOAL AREA: Social Emotional Maturity	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>● Focus on listening/speaking; reading/writing is harder because you can have gross/motor development issues which hinder the scores on these areas of the test. <ul style="list-style-type: none"> <li>○ Many students are not developmentally ready to start Kindergarten.</li> </ul> </li> </ul>
<b>Concern Statement</b>	We are concerned that most migratory children (ages 3–5), lack the social emotional maturity to be ready for Kindergarten.
<b>Need Statement</b>	Migratory children need to enter Kindergarten with the social emotional behaviors that contribute to school success.

### Out-of-School Youth

The OSY stakeholder subcommittee examined trends in California’s migratory OSY population between 2010–11 and 2014–15; and for a sample of 100 OSY from program year 2015–16. Areas explored were home language, referral needs, access to transportation, and here-to-work versus credit recovery status. Due to the small sample size, the concerns generated from these sample data were excluded from this report as any findings from this sample cannot be extrapolated to the larger OSY population, and the CDE is not aware of the local sampling practices used to select the Individual Needs Assessments (INAs) and Migrant Student Learning Action Plans (MLAPs); however, the concerns were noted in the CNA. Although not included in the SSDP, these data from the sample gave the CDE an improved understanding of current local data collection and training needs that will be built into the next three years of programmatic work in alignment with the SSDP. Tables 16 and 17 identify the OSY concerns and needs based on local expertise and discussion.

**Table 16. Data Summary, Concern Statement, and Need Statement for OSY Health Services**

GOAL AREA: Health Services	
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<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Other than the emergency room, undocumented migratory OSY do not have access to health services</li> <li>• Barriers to outreach and accessing MEP services: highly mobile, language, and work long hours</li> <li>• Increase risk of health issues due to lack of education and resources to health maintenance needs: sex education, mental health, hygiene, dental, drugs and alcohol, and nutrition</li> <li>• No access to school-based advocates and supports that would address some of these issues</li> <li>• Living conditions not ideal</li> </ul>
<b>Concern Statement</b>	We are concerned about meeting the health needs of migratory OSY; they are underrepresented due to accessibility and outreach.
<b>Need Statement</b>	There is a need to offer services that meet the unique health needs of migratory OSY.

**Table 17. Data Summary, Concern Statement, and Need Statement for OSY Literacy**

GOAL AREA: Literacy	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Wide range of literacy levels</li> <li>• Lack of resources for targeted individual instruction</li> <li>• Need to work is a priority</li> <li>• Arrive late in the school year</li> <li>• Priorities that are different from other high school students</li> <li>• Social/emotional challenges</li> </ul>
<b>Concern Statement</b>	We are concerned about the low literacy levels of OSY students.
<b>Need Statement</b>	Increase OSY literacy.

## Health

The Health Subcommittee reviewed the Migrant Student Profile data that broadly identified the activity type, frequency, and referral type identified within MEP health services (see Migrant Student Profile, pp. 41–51). For future iterations of the CNA, the CDE will need to collect data that provide further detail about the specific services provided.

**Table 18. Data Summary, Concern Statement, and Need Statement for Mental Health Services**

GOAL AREA: Mental Health Services	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Minimal staff training and resources</li> <li>• Unclear picture of student health needs</li> <li>• Increase parental requests for referrals and services (anxiety, depression)</li> <li>• Increased stress and anxiety among the migratory student population (e.g., deportation, fear of loss of parents)</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased exposure to and use of drugs and alcohol</li> <li>• Within the general student population, students are acting on increased levels of stress</li> <li>• Migratory parents lack awareness of mental health issues</li> </ul>
<b>Concern Statement</b>	We are concerned that there is a growing need for mental health services (depression, behavior modification, family stress, students' academic process).
<b>Need Statement</b>	Migratory students with mental health issues need responsive identification, referral, and ongoing support.

### Parent and Family Engagement

As these data for parent and family engagement are extremely limited, the Parent and Family Engagement Subcommittee discussed their own experiences. Both MEP staff and migratory parents discussed the need for increased parent capacity to participate in the MEP, at school, and support student achievement. Table 19 outlines the data, concerns, and needs identified by stakeholders for parent and family engagement.

**Table 19. Data Summary, Concern Statement, and Need Statement for Parent and Family Engagement: Capacity Building**

GOAL AREA: Capacity to Participate/Support Student Academics	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Parent training varies by region.</li> <li>• Parents do not know about MEP services.</li> <li>• Parents need training on the impact of parent involvement on student achievement.</li> </ul>
<b>Concern Statement</b>	We are concerned that parents do not have the capacity to participate at the school and regional level.
<b>Need Statement</b>	There is a need to build parent capacity so that they can participate at the school and regional level.

## Student Engagement

Student engagement was chosen as a focus area for two reasons. First, California’s Local Control Funding Formula lists graduation rate and chronic absenteeism (not available until Fall 2018) as the state indicators for student engagement. Secondly, the meta-analysis of the 20 local CNAs indicated that increasing student engagement was a necessity to improving overall student achievement. Since chronic absenteeism data are currently unavailable, the CDE reviewed high school graduation and dropout rates as well as data on school climate and connectedness from the California Healthy Kids Survey. Subgrantees should utilize an asset-based model of instruction that integrates Latino culture by using it as a resource. An asset-based model encourages teachers to understand, value, and incorporate the many assets (e.g., language, traditions, etc.) that migratory children bring to the classroom.

**Table 20. Data Summary, Concern Statement, and Need Statement for Student Engagement: Self and Cultural Pride**

GOAL AREA: Self and Cultural Pride	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>MEP services do not have an explicit social, emotional, or cultural component.</li> </ul>
<b>Concern Statement</b>	We are concerned that limited emphasis has been given to supporting students and parents in developing self-confidence and cultural pride, starting at the elementary years, in order to empower the migratory families.
<b>Need Statement</b>	All MEP students and parents need to develop self-confidence and cultural pride, starting at the elementary years, in order to empower the migratory families.

The CNA/SSDP Stakeholder Committee identified several concerns and needs per focus area based on quantitative and qualitative data; however, due to the multitude of needs and the number of resources subgrantees would need in order to collect data and report to the CDE, the CDE Management and Data Team limited the number of migratory needs the State would address to two needs per focus area. Where appropriate, the CDE merged concerns and needs that would address a number of needs. For example, in the next section, there is an identified need to increase migratory students’ overall ELA achievement. The CNA/SSDP Stakeholder Committee also identified specific needs within reading and writing. Overall ELA achievement will improve by increasing reading and/or writing; thus, it is appropriate to link the strategies to increase reading and writing achievement under the overall ELA achievement concern. This will reduce the reporting requirements for the CDE’s annual reports to subgrantees, and specify what strategies subgrantees must implement for ELA services. Other needs not included in the *Performance Targets, Service Delivery Strategies and Measurable Program Outcomes* section, are addressed in the *Additional Considerations for Program Improvement* subsection of this report.

### Section III: General Framework: State Service Delivery Plan

Upon completion of the CDE's statewide CNA, the CDE Management and Data Team used the key decision points identified during the four CNA meetings to develop the outcomes/outputs and indicators for each of the concerns prioritized by the stakeholder committee. Once these items were decided, the CDE Management and Data Team discussed methodologies to develop appropriate performance targets for the MEP as a supplementary program. When a draft of the performance targets was completed for review, the CNA/SSDP Stakeholder Committee reconvened for two days to select the best methodology for setting the MEP performance targets for each of the concerns identified by the stakeholder committee.

Parent involvement was extremely important to the CNA and SSDP development process. All stakeholder meetings included interpreters as well as translated materials. Key decision points were also subsequently synthesized and presented to the 20 subgrantee MEP Directors for input. Although roughly 25 percent of the CNA/SSDP Stakeholder Committee members were migratory parents who were SPAC members at the time of this report's development, the CDE Project Lead and a parent stakeholder consulted separately with the 20 SPAC members during the April 2017 meeting. SPAC members gave input on key SSDP decision points and provided their perspective on the SSDP performance targets. With input from the MEP Directors and SPAC, the CDE Management and Data Team finalized service delivery strategies and performance targets.

#### Performance Targets, Service Delivery Strategies, and Measurable Program Objectives

In March 2017, the California State Board of Education (SBE) and the CDE launched a new accountability system to replace the Academic Performance Index (API) to better measure California's educational goals. Instead of relying exclusively on test scores as the previous accountability system did, the new California School Dashboard (Dashboard) provides a snapshot of various indicators, including high school graduation rates, career and college readiness, English learner (EL) progress, and suspension rates in addition to test scores.

While the Dashboard was in development, the SBE approved to suspension of the calculation of the API for local educational agencies (LEAs) and schools. As a result, the last API report was produced in 2013. The CDE developed a multiple-measures accountability system that uses percentile distributions to create a five-by-five grid. This five-by-five grid identifies 25 results that combine "Status" and "Change" providing an overall determination for each indicator where "Status" and "Change" are weighted equally.

Current year performance for any given indicator is considered the "Status" while "Change" is defined as the difference between performance from the current year and the previous year.

Each indicator has an individual set of cut-off points for “Status” and “Change.” The cut points should remain in place for seven years; however, the SBE may make adjustments if statewide data demonstrate that current cut-off points no longer support meaningful differentiation of schools. By combining the results of both “Status” and “Change,” one of five color-coded “Performance Levels” can be assigned for each indicator: blue, green, yellow, orange, and red (blue being the most desirable level and red being the least desirable level). The five-by-five example grid below illustrates school, LEA, and student group performance relative to each indicator:

**Sample Five-by-Five Grid**

Levels		Change				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	Very High	Yellow	Green	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow

Source: California ESSA State Plan (SBE approved) <http://www.cde.ca.gov/re/es/plandrafts.asp>.

Various combinations of colors on the indicators allow differentiation of performance for all students and each student group. With the implementation of California’s new accountability system, statewide performance targets are no longer singular targets, but rather a culmination of indicators that affect students’ career and college readiness.

For each of the SSDP’s nine focus areas, the tables below provide the state indicator aligned with the CDE’s accountability system and Dashboard (where applicable), a summary of migratory student data, the outcome or output the CDE wishes to achieve, the overall and specific implementation strategies, and the measurable program outcomes and performance targets related to these strategies.

Only a few of the SSDP strategies to address the needs identified by the CNA/SSDP Stakeholder Committee are highlighted below; subgrantees are encouraged to review the complete CNA to implement additional strategies outlined by the stakeholder committee.<sup>13</sup> While many of the strategies can be evaluated at the state level, several of the strategies listed in the CNA will not be evaluated due to resource limitations. All strategies listed for each goal area within this report will be implemented by the MEP subgrantees and monitored by the CDE. The following tables provide details to address each of the statewide needs of migratory children.

<sup>13</sup> Most of these strategies are also included at the end of this section under Additional Considerations for Program Improvement.



Prior to reviewing the outcomes, indicators, and performance targets for the different focus areas and their subsequent goal areas, a review of the terminology is necessary. Over the past year, the CDE staff collaborated with staff at WestEd to align common language across all migrant education materials as there is variation in the language used for program evaluation.<sup>14</sup> The following provides a mini-glossary of sorts for MEP stakeholders to support program evaluation and use common language:

<b>Outcome</b>	Changes in knowledge, skills, behaviors, attitudes, and conditions
<b>Output</b>	What the program produces through its services and activities
<b>Strategy</b>	An action, or set of actions, that are implemented to address migratory student needs in a specific focus area
<b>Indicator</b>	A measure that tells you whether you are meeting your outcome. HINT: Your measurement tool
<b>Measurable Program Objectives</b>	An implementation goal for each strategy that subgrantees will meet annually
<b>Performance Target</b>	A milestone set for a given indicator HINT: A targeted incremental change over time, that must be for a specific period of time

The CDE Management and Data Team worked in collaboration to develop appropriate performance targets for each MEP focus area in accordance with federal guidance. While setting singular targets for each focus area does not align with California's current accountability system, the CDE will review the MEP performance targets upon the end of this plan's lifespan (i.e., fiscal year 2020–2021) and may decide to align MEP performance targets more closely with the California Dashboard.

Choosing an appropriate methodology for developing the MEP statewide performance targets was important given that the MEP is a supplemental program and cannot be expected to close the achievement gap unilaterally. Therefore, the CDE divided the estimated number of average hours that students engage in MEP services divided by the number of total core instructional hours. This identified a proportion by which the MEP could be held accountable for reducing the achievement gap and ultimately led to the CDE selecting a performance target that reduces

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<sup>14</sup> Due to the need to evaluate certain focus areas using outputs verses outcomes, the CDE chose not to use the term measurable program outcomes (MPO). Since what the CDE is looking for is a milestone for any given indicator, the CDE uses performance target in lieu of MPO.

the 2015–16 achievement gap by half over a five year period.<sup>15</sup> Many performance targets for the output-based focus areas, as well as ELD, will be developed in 2018–19 due to the need to collect baseline data and California’s ELP assessment transition.

### English Language Arts

The three concerns and needs outlined in the Comprehensive Needs Assessment Findings section included the need to: (1) increase overall ELA achievement, (2) strengthen migratory students’ reading achievement (Claim 1), and (3) improve student writing (Claim 2). When finalizing strategies to include in this report, the CDE Management and Data Team was conscious of not requiring excessive reporting by stakeholders or being too prescriptive with program guidance. Raising student achievement in either claim will increase migratory students’ overall ELA achievement. For this reason, the CDE combined strategies to address overall ELA achievement with a focus on both Claims 1 and 2. Table 21 identifies the outcome, strategies, measurable program objectives (MPOs), and performance target for increasing ELA achievement.

**Table 21. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing Overall ELA Achievement**

GOAL AREA: Overall ELA Achievement	
<b>Data Summary:</b> 2015–16 CAASSP ELA Achievement	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 24 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded.</li> <li>• <b>Migratory PFS Students:</b> 11 percent met or exceeded the standard.</li> <li>• <b>All Students:</b> 49 percent scored at Level 3 - Standard Met and Level 4– Standard Exceeded.</li> <li>• The overall achievement gap between Migratory and All Students is 25 percent, while the gap widens to 38 percent when comparing Migratory PFS and All Students.</li> </ul>
<b>Data Summary:</b> 2015–16 CAASSP Claim 1 - Reading	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 45 percent performed at Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 34 percent scored Near or Above Standard.</li> <li>• <b>All Students:</b> 67 percent scored at Near or Above Standard.</li> <li>• The gap between Migratory and All Students who perform Near or Above Standard is 22 percent. The gap between Migratory PFS and All Students who perform Near or Above Standard is 33 percent.</li> </ul>

<sup>15</sup> Due to limitations on data availability, 2015–16 student achievement data is the most current available data. However the SSDP will not be implemented until 2018–19 allowing for two school years between the most current data and the plan’s implementation. It is for this reason as well as the proportional responsibility of the MEP as a supplemental service to reduce the achievement gap that we will include 2016–18 as time that MEPs can work to reduce the gap. During the 2017–18 school year, the CDE will provide training so that local MEPs can adjust the program services to meet the needs of migratory students during that program year.

<b>Data Summary:</b> 2015–16 CAASSP Claim 2 - Writing	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 50 percent scored Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 35 percent scored Near Standard; only three percent are Above Standard.</li> <li>• <b>All Students:</b> 71 percent scored Near or Above Standard.</li> <li>• The gap between Migratory and All Students who perform Near or Above Standard is 21 percent.</li> <li>• There is a 36 percent gap between Migratory PFS and All Students scoring Near or Above standard.</li> </ul>	
<b>Outcome</b>	Increase in migratory students' ELA proficiency.	
<b>Indicator</b>	Overall ELA Smarter Balanced Assessment results	
	<b>Principle Strategy 1.0</b>	<b>Principle Measurable Program Objective 1.0</b>
	Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard. <sup>16</sup>	Each year, 80 percent of K-10 migratory students who are not proficient in ELA achievement will participate in at least 30 hours (1800 minutes) of supplemental reading and writing instruction during the regular school year and at least 20 hours (1200 minutes) of summer school instruction if present. <sup>17</sup>
	<b>Strategy 1.1</b>	<b>Measurable Program Objective 1.1</b>
	Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).	Migratory students will read at least two expository texts. Education Programs Consultants will verify this strategy through review of the grant application, site visits, or discussions with MEP staff.
	<b>Strategy 1.2</b>	<b>Measurable Program Objective 1.2</b>
	Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as	Students will have the opportunity to write a piece of writing for at least two genres. Education Programs Consultants will verify this strategy through review of the

<sup>16</sup> Please review the statewide CNA and the CDE's ELA/ELD Framework for additional strategies to improve overall ELA achievement.

<sup>17</sup> CELDT or ELPAC scores will be used to identify kindergarten through third grade students who require additional support in ELA. The most recent scores on the CAASPP Smarter Balanced Assessment will use to place fourth through twelfth grade students.

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	appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.	grant application, site visits, or discussions with MEP staff.
	<b>Strategy 1.2a</b>	<b>Measurable Program Objective 1.2a</b>
	Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.	Education Programs Consultants will confirm the implementation of a complete rubric through review of the grant application, site visits, document review, or discussions with MEP staff.
	<b>Strategy 1.3</b>	<b>Measurable Program Objective 1.3</b>
	Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.	Education Programs Consultants will verify professional development through review of the grant application, site visits, document review, or discussions with MEP staff.
<b>Performance Target</b>	By 2021, 36.5 percent of migratory students will score at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall ELA achievement.	

## Mathematics

Similar to ELA, stakeholders identified numerous needs within this area. The three needs prioritized in the previous chapter included: (1) increase overall math achievement, (2) strengthen migratory student knowledge of concepts and procedures (Claim 1), and (3) raise student achievement in problem solving and modeling data (Claim 2). Increasing student achievement in either Claim 1 or Claim 2 will increase migratory students' overall math achievement. For this reason, the CDE combined strategies to address overall achievement with a focus on both Claims 1 and 2. Table 22 identifies the outcome, strategies, MPOs, and performance target for increasing overall math achievement.

**Table 22. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing Overall Math Achievement**

GOAL AREA: Overall Math Achievement	
<b>Data Summary:</b> 2015–16 CAASSP Math Achievement	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 16 percent scored at Level 3 - Standard Met and Level 4 – Standard Exceeded on overall math achievement.</li> <li>• <b>Migratory PFS Students:</b> 5 percent met the standard.</li> <li>• <b>All Students:</b> 37 percent met or exceeded the math standards creating a 21 percent gap between Migratory and All Students.</li> <li>• Migratory Students are 21 percent less likely to meet or exceed the overall math standards. When comparing Migratory PFS and All Students, the gap widens to 32 percent.</li> </ul>
<b>Data Summary:</b> 2014–16 CAASSP Claim 1 - Concepts and Procedures	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> In 2015–16, 35 percent scored at Near or Above Standard on Claim 1 which is an 18 percent decrease from 2014–15.             <ul style="list-style-type: none"> <li>○ In 2014–15, 53 percent of migratory students scored at Near or Above Standard.</li> </ul> </li> <li>• <b>Migratory PFS Students:</b> In 2015–16, 22 percent scored at Near Standard and two percent scored Above Standard.</li> <li>• <b>All Students:</b> 55 percent scored at Near or Above Standard.</li> <li>• Based on 2015–16 data, migratory students are 20 percent less likely to score at Near or Above Standard level than the All Student group in mathematical concepts and procedures.</li> <li>• Migratory PFS Students are 31 percent less likely to score Near or Above Standard when compared to All Students.</li> </ul>
<b>Data Summary:</b> 2015–16 CAASSP Claim 2 – Problem Solving and Modeling Data	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 44 percent scored at Near or Above Standard.</li> <li>• <b>Migratory PFS Students:</b> 35 percent scored Near Standard; only three percent are Above Standard.</li> <li>• <b>All Students:</b> 64 percent scored at Near or Above Standard.</li> <li>• Migratory students are 20 percent less likely to score at the Near or Above Standard level than All Students in problem solving and modeling data.</li> <li>• Migratory PFS Students are 29 percent less likely to score at the Near</li> </ul>

GOAL AREA: Overall Math Achievement		
	or Above Standard levels when compared with All Students.	
<b>Outcome</b>	Increase migratory students' proficiency in math.	
<b>Indicator</b>	Math Achievement Smarter Balanced Assessment results	
	<b>Principle Strategy 2.0</b>	<b>Principle Measurable Program Objective 2.0</b>
	Offer supplemental math instruction services focused on teaching concepts and procedures as well as problem solving and modeling data for Migratory Students scoring Below Standard on either Claim 1 or Claim 2. <sup>18</sup>	Each year, 80 percent of K-10 migratory students who are not proficient in math will participate in at least 30 hours (1800 minutes) of supplemental math instruction focused on concepts and procedures and problem solving and modeling data during the regular school year and at least 20 hours (1200 minutes) of summer school instruction if present. <sup>19</sup>
	<b>Strategy 2.1</b>	<b>Measurable Program Objective 2.1</b>
	Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.	During the regular school year, local MEPs will offer at least two Math Family Literacy Nights as a part of their Parent Involvement Plan.
	<b>Strategy 2.2</b>	<b>Measurable Program Objective 2.2</b>
	Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures and	Education Programs Consultants will verify professional development through review of the grant application, site visits, document review or discussions with MEP staff.

<sup>18</sup> This does not include after school homework tutoring services.

<sup>19</sup> All kindergarten through third grade students are eligible to receive this service as there is no statewide math assessment for this grade span. The most recent scores on the CAASPP Smarter Balanced Assessment will use to place fourth through twelfth grade students.

GOAL AREA: Overall Math Achievement		
	problem solving and data modeling in mathematics. <sup>20</sup>	
<b>Performance Target</b>	By 2020–21, migratory students scoring at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall math achievement will increase to 26.5 percent (10.5 percent increase from 2015–16).	

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<sup>20</sup> Professional Development should also include strategies for communicating and reasoning in mathematics as this piece should be integrated in learning for both mathematical claims identified in this strategy.

## English Language Development<sup>21</sup>

Due to the transition from the CELDT to the ELPAC, the strategies, MPOs, and performance target for ELD will be developed during the second year of the SSDP's implementation. Once the 2018–19 ELPAC data are available, the CDE will consult with stakeholders on identifying any migratory student needs in this area as well as selecting strategies to address the need(s) and set a performance target for student achievement. Tables 23 and 24 will be revised as soon as data are available and stakeholder input has been gathered.

**Table 23. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing English Language Proficiency in Grades 1–3**

GOAL AREA: English Language Proficiency, Grades 1–3		
<b>Data Summary:</b> 2014–15 Overall CELDT	<ul style="list-style-type: none"> <li>• <b>Migratory ELs:</b> 21 percent scored at the Early Advanced and Advanced level.</li> <li>• <b>Non-migratory ELs:</b> 35 percent scored at the Early Advanced and Advanced level.</li> <li>• Migratory ELs are 14 percent less likely to score at the Early Advanced and Advanced levels.</li> </ul>	
<b>Outcome</b>	Increase migratory student English language proficiency.	
<b>Indicator</b>	ELP results on the ELPAC	
	<b>Principle Strategy 3.0</b>	<b>Principle Measurable Program Objective 3.0</b>
	Strategies will be finalized once ELPAC initial and summative assessments become operational and data become available in 2018-19.	Measurable Program Objectives will be developed in tandem with reviewing ELPAC data and revising this section of the SSDP.
<b>Performance Target</b>	Performance targets will be developed in tandem with reviewing ELPAC data and revising this section of the SSDP.	

<sup>21</sup> Performance targets, strategies, indicators will be developed once ELPAC initial and summative assessments become operational and data become available in 2018-19. Stakeholders will review the ELPAC data to devise a plan to address the ELP needs of migratory students.



**Table 24. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing English Language Proficiency in Grades 7–12**

GOAL AREA: English Language Proficiency, Grades 7–12		
<b>Data Summary:</b> 2014–15 Overall CELDT	<ul style="list-style-type: none"> <li>• 5 percent gap between Migratory ELs and All Student EL group who scored at Early Advanced and Advanced levels in Grades 7–9.</li> <li>• 12 percent gap between Migratory ELs and All student EL group who scored at Early Advanced and Advanced levels in Grades 10–12.</li> </ul>	
<b>Outcome</b>	Increase migratory student English language proficiency.	
<b>Indicator</b>	ELP results on the ELPAC	
	<b>Principle Strategy 4.0</b>	<b>Principle Measurable Program Objectives 4.0</b>
	Strategies will be finalized once ELPAC initial and summative assessments become operational and data become available in 2018-19.	Measurable Program Objectives will be developed in tandem with reviewing ELPAC data and revising this section of the SSDP.
<b>Performance Target</b>	Performance targets will be developed in tandem with reviewing ELPAC data and revising this section of the SSDP.	

### High School Graduation and Dropout Rates

Migratory students are closing the high school graduation gap, but there are still additional steps MEPs can take to ensure that migratory student high school graduation rates continue to improve. Tables 25 and 26 identify the outcomes, strategies, MPOs, and performance targets for increasing high school graduation rates and decreasing dropout rates respectively.

**Table 25. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing the High School Graduation Rate**

GOAL AREA: High School Graduation Rate		
<b>Data Summary:</b> Trend in Graduation Rates, 2010–16	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 82 percent graduated high school in 2015–16</li> <li>• <b>All Students:</b> 83 percent graduated high school in 2015–16.</li> <li>• In 2015–16, the gap for high school graduation increased by a tenth of a percent to 1.6 percent. Migratory students were 1.5 percent less likely to graduate than All Students in 2014–15; a 3.2 percent decrease from 2013–14. The gap stayed fairly consistent from 2010–11 to 2013–14 at between four and five percent.</li> </ul>	
<b>Outcome</b>	Increase migratory student high school graduation rate.	
<b>Indicator</b>	State high school graduation rate	
	<b>Principle Strategy 5.0</b>	<b>Principle Measurable Program Objective 5.0</b>
	Offer case management services to migratory students at risk of not graduating high school. <sup>22</sup>	Each year, 80 percent of migratory 9 <sup>th</sup> grade students who scored Below Standard on their 8 <sup>th</sup> grade ELA and/or Math Smarter Balanced Assessments who receive an annual update to the INA/MLAP. <sup>23,24</sup>
	<b>Strategy 5.1</b>	<b>Measurable Program Objective 5.1</b>
	Offer credit accrual and recovery services to migratory 11 <sup>th</sup> and 12 <sup>th</sup> grade migratory high school students who are credit deficient and are at risk of not graduating.	Each year, 80 percent of migratory high school students who are credit deficient complete up to two courses through credit accrual services during the regular school year and up to three courses for credit during summer school if present.

<sup>22</sup> CNA/SSDP Stakeholder Committee members suggest using school site advocates to provide these services as they develop relationships with staff at specific school sites.

<sup>23</sup> Per California Education Code 54443.1(a), MEPs shall include “an individual assessment of the educational and relevant health needs of each participating pupil within 30 days of enrollment. This assessment shall include assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the pupil.”

<sup>24</sup> Local MEPs will also be required to provide the number of students who are referred to ELA/Math services and receive at least 30 hours during the regular school year and 20 hours of ELA/Math services during the summer if present (see the Annual Performance Review Plan Section). Local MEPs should use the INA/MLAP to regularly assess student needs, monitor student progress and as a tool to determine future services.

<b>Performance Target</b>	By 2020–21, migratory students will have a graduation rate of at least 83 percent.
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**Table 26. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Decreasing the High School Dropout Rate<sup>25</sup>**

GOAL AREA: Dropout Rate		
<b>Data Summary:</b> Trend in Dropout Rates, 2010–16	<ul style="list-style-type: none"> <li>• <b>Migratory Students:</b> 10.4 percent dropped out of high school in 2015–16.</li> <li>• <b>All Students:</b> 9.8 percent dropped out of high school in 2015–16.</li> <li>• Migratory student dropout rate has steadily decreased since 2010–11.</li> <li>• Migratory students were six tenths of a percentage more likely to drop out of high school in 2015–16.</li> </ul>	
<b>Outcome</b>	Decrease migratory student high school dropout rate.	
<b>Indicator</b>	State high school graduation rate	
	<b>Principle Strategy 6.0</b>	<b>Principle Measurable Program Objective 6.0</b>
	Offer case management services to migratory students at risk of not graduating high school.	Each year, 80 percent of migratory 9 <sup>th</sup> grade students who scored Below Standard on their 8 <sup>th</sup> grade ELA and/or Math Smarter Balanced Assessments will have an INA within 30 days of enrollment.
	<b>Strategy 6.1</b>	<b>Measurable Program Objective 6.1</b>
	Offer credit accrual and recovery services to migratory 11 <sup>th</sup> and 12 <sup>th</sup> grade migratory high school students who are credit deficient and are at risk of not graduating.	Each year, 80 percent of migratory high school students who are credit deficient complete up to two courses through credit accrual services during the regular school year and up to three courses for credit during summer school if present.
<b>Performance Target</b>	By 2020–21, Migratory Student dropout rate will decrease to nine percent.	

Additionally, stakeholders recommend regular communication with parents of students who are at-risk of not graduating high school or dropping out. Parent and family engagement is critical to increasing the student academic achievement. MEPs should be sure to invite the parents of students at risk of not graduating to all workshops pertaining to supporting migratory students graduating high school.

<sup>25</sup> Strategies for increasing migratory student high school graduation rates and decreasing dropout rates are similar as early intervention is essential to both issues.

## Output-Based Focus Areas

Due to limited data, School Readiness, OSY, Health, and Parent and Family Engagement focus areas will be evaluated by outputs that align with performance targets. While each output-based focus area has an identified outcome (i.e., desired change in knowledge and skills), we are unable to measure the change in skill level at this time. Therefore, the CDE infers that some change will occur if migratory students complete specific MEP services. Similar to the outcome-based focus areas, not all measurable program outcomes will be evaluated by the CDE due to limited resources; however, CDE staff will work with subgrantees to support full implementation of strategies to address the needs of migratory children and their families.

## School Readiness

School readiness skills are essential to establishing a solid academic foundation for students as they progress through the education system. The MEP's first role in school readiness is to ensure that pre-K students are enrolled in a high quality preschool. If, for whatever reason, the child is unable to attend, the MEP provides school readiness services to the migratory children within their program area. The School Readiness Subcommittee identified primary and second language development and social emotional maturity as a need for California's migratory preschool aged children. Table 27 lists the output, strategies, MPOs, and performance target for primary and second language development for migrant EL students.

**Table 27. Output, Strategies, Measurable Program Objectives, and Performance Target for Increasing Language Skills**

GOAL AREA: Primary and Second Language Development		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>Students lack primary language development and therefore transferring vocabulary to English is more difficult. <ul style="list-style-type: none"> <li>Parents are unaware of the communication strategies they can use to help develop the children's primary and English language (e.g., develop vocabulary, use complete sentences).</li> </ul> </li> <li>The largest ELP need for migratory first graders is in reading and writing.</li> </ul>	
<b>Output</b>	Student participation numbers in school readiness services	
<b>Indicator</b>	<ul style="list-style-type: none"> <li>Number of unduplicated parents who attend 15 or more hours of a school readiness service per year.</li> <li>Number of unduplicated children who attend 15 hours or more of a school readiness service for dual language learners per year.</li> </ul>	
	<b>Principle Strategy 7.0</b>	<b>Principle Measurable Program Objective 7.0</b>
	Offer school readiness services with primary and secondary language development objectives for dual language learners (during a time when at least one parent is available to participate).	<ul style="list-style-type: none"> <li>Each year, 40 percent of migratory children (ages 3–5) will attend 15 hours or more of school readiness services for dual language learners.</li> </ul>
	<b>Strategy 7.1</b>	<b>Measurable Program Objective 7.1</b>
	Provide training and resources to parents: <ul style="list-style-type: none"> <li>Workshops to increase awareness of school</li> </ul>	Education Programs Consultants will verify this strategy through review of the grant application, site visits, document review and/or discussions

	readiness skills including the importance of and strategies to develop primary language skills <ul style="list-style-type: none"> <li>• Workshops to teach strategies that support early learning at home</li> </ul>	with MEP staff. <sup>26</sup>
<b>Performance Target</b>	*Performance Target will be set once the baseline data are collected in 2018–19.	

The CNA/SSDP Stakeholder Committee identified the need for increasing social emotional skills for migratory children who are preschool age. While the CDE is currently collecting output data only, the inferred outcome for this need is to increase the number of students who enroll in kindergarten with social emotional maturity. Table 28 reviews the output, strategies, MPOs, and performance target for services aimed at increasing social emotional maturity in preschool aged migratory children.

**Table 28. Output, Strategies, Measurable Program Objectives, and Performance Target for Increasing Social Emotional Maturity**

GOAL AREA: Social Emotional Maturity		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Focus on listening/speaking, reading/writing is harder because you can have gross/motor development issues which hinder the scores on these areas of assessment.               <ul style="list-style-type: none"> <li>○ Many students are not socially and/or emotionally ready to start Kindergarten.</li> </ul> </li> </ul>	
<b>Output</b>	Number of unduplicated migratory children who complete 15 hours or more of a site-based school readiness service.	
<b>Indicator</b>	Number of unduplicated migratory children who complete 15 hours or more of a site-based school readiness service per year.	
	<b>Principle Strategy 8.0</b>	<b>Principle Measurable Program Objective 8.0</b>
	Include social emotional development strategies in school readiness services.	Each year, 100 percent of MESRP services will incorporate a social emotional component.
	<b>Strategy 8.1</b>	<b>Measurable Program Objective 8.1</b>

<sup>26</sup> Due to the new data collection needs of the SSDP's MPOs, and the Migrant Student Information Network updates that all of the MPOs require, parent participation data will be collected starting in 2019–2020; however, subgrantees will still implement this strategy.

	Provide training and resources to parents: <ul style="list-style-type: none"> <li>• Workshops to increase social emotional well-being for students</li> <li>• Workshops to teach strategies that support early learning at home</li> </ul>	Each year, local MEPs will offer at least one parent workshop teaching skills for social emotional development for migratory pre-k students. <sup>27</sup>
<b>Performance Target</b>	*Performance Target will be set once the baseline data are collected in 2018–19.	

### Out-of-School Youth

Out-of-School Youth are migratory youth, typically between the ages of 16 through 21, who meet the definition of migratory child, but are not enrolled in school. Considered a population of special concern, OME notes in the *Toolkit* that the OSY subpopulation is the least likely to graduate from high school. California subgrantees continue to offer services that support OSY in obtaining their GED or high school diploma.

In addition to the strategies listed below, California’s compulsory education law requires children between the ages of six and 18 to attend school. The only exception to this law are 16 and 17-year-olds who have graduated from high school and have obtained parental permission to leave. OSY who are under the age of 18 should be enrolled in school unless exempt.<sup>28</sup> If the student graduated from a high school in another country, the school district where the student resides considers whether the student graduated from a program that is comparable to a California high school. If so, then the student is exempt from California’s compulsory education.

Moreover, access to health care services is a priority for the California MEP. Table 29 summarizes the output, strategies, MPOs, and performance target for increasing OSY access to health services.

<sup>27</sup> Due to the new data collection needs of the SSDP’s MPOs, and the Migrant Student Information Network updates that all of the MPOs require, parent participation data will be collected starting in 2019–2020; however, subgrantees will still implement this strategy.

<sup>28</sup> For more information on California’s compulsory education laws and the School Attendance Review Board process, please visit: <http://www.cde.ca.gov/ls/ai/sb/>.

**Table 29. Output, Strategies, Measurable Program Objectives, and Performance Target for OSY Access to Health Services**

GOAL AREA: Health		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Other than the emergency room, undocumented migratory OSY do not have access to health services</li> <li>• Barriers to outreach and accessing MEP services: highly mobile, language, and work long hours</li> <li>• Increase risk of health issues due to lack of education and resources to health maintenance needs: sex education, mental health, hygiene, dental, drugs and alcohol, and nutrition</li> <li>• No access to school-based advocates and supports that would address some of these issues</li> <li>• Living conditions not ideal</li> </ul>	
<b>Output</b>	Number of health services, including referrals, provided to OSY: <ul style="list-style-type: none"> <li>• oral health</li> <li>• vision</li> <li>• medical</li> <li>• hearing</li> <li>• health education (e.g., nutrition, physical activity, drugs, etc.)</li> <li>• mental health</li> </ul>	
<b>Indicator</b>	Number of health services provided to OSY based on the MLAP	
	<b>Principle Strategy 9.0</b>	<b>Principle Measurable Program Objective 9.0</b>
	Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention.	Each year, 70 percent of OSY students will complete at least one health education workshop.
	<b>Strategy 9.1</b>	<b>Measurable Program Objective 9.1</b>
	Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical, or mental health services.	Each year, 80 percent of OSY students will receive at least one health service.
	<b>Strategy 9.2</b>	<b>Measurable Program Objective 9.2</b>
	Provide professional development opportunities specific to the health needs of OSY on physical education, health education,	Education Programs Consultants will verify professional development through review of the grant application, site visits,



	nutrition services, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and programs outside of regular school hours.	document review or discussions with MEP staff.
<b>Performance Target</b>	*Performance Target will be set once the baseline data is collected in 2018–19.	

OSY literacy rates were also of concern to the stakeholders as literacy rates among OSY vary widely, but are necessary to increase migratory youth's ability to acquire better paying jobs. By encouraging MEPs to offer, or refer OSY to, English as a second language (ESL), and GED courses, the CDE expects to see an improvement of migratory OSY literacy skills. Table 30 reviews the output, strategies, MPOs, and performance target for increasing OSY literacy skills.

**Table 30. Output, Strategies, Measurable Program Objectives, and Performance Target for Increasing OSY Literacy Skills**

GOAL AREA: Literacy		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Wide range of literacy levels</li> <li>• Lack of resources for targeted individual instruction</li> <li>• Need to work is a priority</li> <li>• Arrive late in the school year</li> <li>• Priorities that are different from other high school students</li> <li>• Social/emotional challenges</li> </ul>	
<b>Output</b>	Number of OSY who complete an ESL or literacy class	
<b>Indicator</b>	Course completion as tracked on the MLAP <sup>29</sup>	
	<b>Principle Strategy 10.0</b>	<b>Principle Measurable Program Objective 10.0</b>
	Increase OSY participation in ELA, ELD (or ESL), and/or literacy classes. <sup>30</sup>	Each year, 65 percent of OSY who have a desire to learn English will receive an ELA or ESL service.
	<b>Strategy 10.1</b>	<b>Measurable Program Objective 10.1</b>
	Provide GED or high school equivalency services for OSY	Each year, 65 percent of OSY who want to obtain a general education diploma

<sup>29</sup> Referral to a service will not count as a service without verification of course completion. All MEP staff need to review documentation indicating that a student passed the course to which they were referred. Track course completion via the MLAP.

<sup>30</sup> For OSY who plan on returning to their country of origin, and want to get a high school diploma from that country, MEPs may offer services in the OSY's primary language. For example, if an OSY from Mexico wants to return to Mexico in the near future, but would like to continue his or her studies in Spanish, the MEP may offer courses if enough students require this type of assistance.

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	who have dropped out of school but want to obtain a GED.	complete one GED test preparation workshop/service.
	<b>Strategy 10.2</b>	<b>Measurable Program Objective 10.2</b>
	Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country.	Each year, 50 percent of OSY who want to obtain a high school diploma complete a literacy service in their native language.
<b>Performance Target</b>	*Performance Target will be set once the baseline data are collected in 2018–19.	

## Health

Stakeholders recognized a need to increase access to mental health services for migratory children. Table 31 identifies the output, strategies, MPOs, and performance target for increasing migratory children's access to mental health services.

**Table 31. Output, Strategies, Measurable Program Objectives, and Performance Target for Increasing Access to Mental Health Services**

GOAL AREA: Mental Health Services		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>Minimal staff training and resources</li> <li>Unclear picture of student health needs</li> <li>Increased parental requests for referrals and services (anxiety, depression)</li> <li>Increased stress and anxiety among the migratory student population (e.g., deportation, fear of loss of parents)</li> <li>Increased exposure to and use of drugs and alcohol</li> <li>Within the general student population, students are acting on increased levels of stress</li> <li>Migratory parents lack awareness of mental health issues</li> </ul>	
<b>Outcome</b>	Increase migratory child access to mental health services.	
<b>Output</b>	Number of mental health services provided to migratory students <sup>31</sup>	
<b>Indicator</b>	Number of mental health services provided to migratory students based on the student needs <sup>32</sup>	
	<b>Principle Strategy 11.0</b>	<b>Principle Measurable Program Objective 11.0</b>
	Offer health education workshops with a focus on mental health which provides students and parents with the knowledge, attitudes, and skills to make healthy choices (Family Health Nights).	Each year, MEPs will offer two health education workshops that focuses on mental health (e.g., self-esteem, depression, anxiety, etc.). <sup>33</sup>
	<b>Strategy 11.1</b>	<b>Measurable Program Objective 11.1</b>
	Provide health services and referrals to migratory students who need mental health services.	Each year, 100 percent of migratory students who want to improve their mental health will

<sup>31</sup> Need to define mental health service.

<sup>32</sup> Verified by tracking student services on the MLAP.

<sup>33</sup> Student and parent attendance data will be collected annually from the subgrantees.

		receive at least one health service referral. <sup>34</sup>
	<b>Strategy 11.2</b>	<b>Measurable Program Objective 11.2</b>
	Provide professional development opportunities on physical education, health education, nutritional services, mental health, and social services for all certificated and classified MEP staff.	All 20 regions will provide professional development for MEP staff on physical education, health education, nutritional services, mental health, and social services.
<b>Performance Target</b>	*Performance Target will be set once the baseline data are collected in 2018–19.	

Stakeholders also recommend that subgrantees provide health education curriculum and instructional supports the health and well-being of each student by addressing the mental, emotional, and social dimensions of health.

### Parent and Family Engagement

Offering workshops and services to build parents' capacity to participate in and support their children's education will increase parents' knowledge and ability. Table 32 reviews the output, strategies, MPOs, and performance target for building parent capacity to participate at school and support student academics at home.

**Table 32. Outcome, Strategies, Measurable Program Objective, and Performance Target for Building Parent Capacity**

GOAL AREA: Capacity to Participate/Support Student Academics	
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>• Parent training varies by region</li> <li>• Parents do not know about MEP services</li> <li>• Parents need training on the impact of parent involvement on student achievement</li> </ul>
<b>Output</b>	Increase parent and family engagement in the MEP and at schools Number of parents participating in: <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Trainings</li> <li>• Regional conferences</li> </ul>
<b>Indicator</b>	Review attendance lists.

<sup>34</sup> The CDE and stakeholders will standardize the INA and MLAP in 2018–19; therefore, data will not be available until the following year.

	<b>Principle Strategy 12.0</b>	<b>Principle Measurable Program Objective 12.0</b>
	Provide appropriate resources or parent orientations on the services that the MEP offers including, but not limited to how the U.S. school system works.	Each year, subgrantees will offer two parent orientations or provide MEP service resources to parents. <sup>35</sup>
	<b>Strategy 12.1<sup>36</sup></b>	<b>Measurable Program Objective 12.1</b>
	Provide a variety of workshop series for parents including: <ul style="list-style-type: none"> <li>• How the U.S. school systems works and parent and family opportunities for participation within this system</li> <li>• Parent engagement evidence-based strategies</li> <li>• Understanding student achievement data</li> <li>• Supporting your child in obtaining a high school diploma</li> <li>• Understanding career technical education</li> <li>• Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary)</li> </ul>	Each year, subgrantees will offer a parent workshop series (must include three of the six trainings identified in Strategy 12.1). <sup>37</sup>
<b>Performance Target</b>	*Performance Target will be set once the baseline data are collected in 2018–19.	

## Student Engagement

Table 33 reviews the output, strategies, MPOs, and performance target for building self and cultural pride within the migratory student population.

<sup>35</sup> There should be a focus on making sure that new families understand what the MEP offers. Parent orientation attendance will be collected starting in 2018–19; however, it will not be available in MSIN until 2019–2020.

<sup>36</sup> Please refer to the CDE Family Engagement Framework to increase family engagement and support student academic achievement at:  
<https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>.

<sup>37</sup> Parent attendance will be collected starting in 2018–19; however, it will not be available in MSIN until 2019–20.

**Table 33. Outcome, Strategies, Measurable Program Objectives, and Performance Target for Increasing Self- and Cultural Pride**

GOAL AREA: Self- and Cultural Pride		
<b>Data Summary:</b> Qualitative Stakeholder Data	<ul style="list-style-type: none"> <li>MEP services do not have an explicit social, emotional, or cultural component</li> </ul>	
<b>Output</b>	Number of students attending services that include a self-pride or cultural component	
<b>Indicator</b>	Attendance lists	
	<b>Principle Strategy 13.0</b>	<b>Principle Measurable Program Objective 13.0</b>
	Services offered to migratory students need to have a cultural component	Each year, 50 percent of MEP services will offer a cultural component whether it be through ELA services or workshops (e.g., use examples of students' cultural history, literature, art, etc.).
	<b>Strategy 13.1</b>	<b>Measurable Program Objective 13.1</b>
	Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).	Each year, 25 percent of MEP services will include time dedicated to building student self-pride.
	<b>Strategy 13.2</b>	<b>Measurable Program Objective 13.2</b>
	Provide professional development to staff on cultural competency.	Each year, MEPs will offer two cultural competency trainings. <sup>38</sup>
<b>Performance Target</b>	Performance target to be set in 2018–19. <sup>39</sup>	

<sup>38</sup> Staff attendance lists from the cultural competency professional development will be collected by the CDE.

<sup>39</sup> If the CA Healthy Kids Survey identifies a representative sample of migratory students, the performance target will align with the CA Healthy Kids Survey data.

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**Table 34. Sub Questions, Data Sources, Collection Methods, and Indicators for the Performance Targets**

Sub Questions These questions articulate the main issues that will be addressed in the review.	Data Sources	Data Collection Method This is the method or tool we will use to collect these data.	Indicators These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
<b>1. ELA: Are the ELA skills of migratory students improving?</b>			
<b>Performance Target (PT):</b> By 2021, migratory Students scoring at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall ELA achievement will increase by 12.5 percent.			
1.1 What percent of migratory students are meeting or exceeding the overall ELA achievement standard?	• statewide assessments	• MSIN requests and merges statewide assessment data for each migratory student	• Annual student achievement data for Grades 3–8 and 11: ○ Percent of migratory students meeting and exceeding overall ELA achievement
1.2 What percent of migratory students are meeting or exceeding the reading achievement standard for migratory students?	• statewide assessments	• MSIN requests and merges statewide assessment data for each migratory student	• Annual student achievement data for Grades 3–8 and 11: ○ Percent of migratory students meeting and exceeding ELA Claim 1 – Reading achievement
1.3 What percent of migratory students are meeting or exceeding the writing achievement standard for migratory students?	• statewide assessments	• MSIN requests and merges statewide assessment data for each migratory student	• Annual student achievement data for Grades 3–8 and 11: ○ Percent of migratory students meeting and exceeding ELA Claim 2 – Writing achievement
<b>2. Math: Are the math skills of migratory students improving?</b>			
<b>Performance Target:</b> By 2020–21, migratory students scoring at Level 3 – Standard Met and Level 4 – Standard Exceeded on overall math achievement will increase by 10.5 percent.			
2.1 What percent of migratory students are meeting or exceeding the overall Math achievement for migratory	• statewide assessments	• MSIN requests and merges statewide assessment data for each migratory student	• Annual student achievement data for Grades 3–8 and 11: ○ Percent of Migratory Students meeting and exceeding overall Math achievement

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<b>Sub Questions</b> These questions articulate the main issues that will be addressed in the review.	<b>Data Sources</b>	<b>Data Collection Method</b> This is the method or tool we will use to collect these data.	<b>Indicators</b> These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
students?			
2.2 What percent of migratory students are meeting or exceeding the Claim 1 - Concepts and Procedures standard?	<ul style="list-style-type: none"> <li>statewide assessments</li> </ul>	<ul style="list-style-type: none"> <li>MSIN requests and merges statewide assessment data for each migratory student</li> </ul>	<ul style="list-style-type: none"> <li>Annual student achievement data for Grades 3–8 and 11:               <ul style="list-style-type: none"> <li>Percent of migratory students meeting and exceeding Math Claim – 1 Concepts and Procedures</li> </ul> </li> </ul>
2.3 What percent of migratory students are meeting or exceeding the Claim 2 – Problem Solving and Modeling Data standard?	<ul style="list-style-type: none"> <li>statewide assessments</li> </ul>	<ul style="list-style-type: none"> <li>MSIN requests and merges statewide assessment data for each migratory student</li> </ul>	<ul style="list-style-type: none"> <li>Annual student achievement data for Grades 3–8 and 11:               <ul style="list-style-type: none"> <li>Percent of migratory students meeting and exceeding Math Claim – 2 Problem Solving and Modeling Data</li> </ul> </li> </ul>
<b>3. ELD: Are the ELD skills of Migratory Students improving?</b>			
<b>Performance Target:</b> To be determined once the State completes the transition from CELDT to ELPAC assessments			
3.1 What percent of migratory students score proficient and above in ELP achievement?	<ul style="list-style-type: none"> <li>statewide assessments</li> </ul>	<ul style="list-style-type: none"> <li>MSIN requests and merges statewide assessment data for each migratory student</li> </ul>	<ul style="list-style-type: none"> <li>Annual English Language Proficiency data:               <ul style="list-style-type: none"> <li>Percent of migratory students scoring proficient or above on overall ELP achievement</li> <li>Percent of migratory students scoring proficient or above on achievement by domain</li> </ul> </li> </ul>
<b>5. High School Graduation: Is the high school graduation rate of Migratory Students improving?</b>			
<b>Performance Target:</b> By 2020–21, Migratory Students will reach a graduation rate of at least 83 percent.			
5.1 What is the annual change in migratory student high	<ul style="list-style-type: none"> <li>LEAs report high school graduation</li> </ul>	<ul style="list-style-type: none"> <li>LEAs report high school graduation data to CDE annually.</li> </ul>	<ul style="list-style-type: none"> <li>Annual California high school graduation rate</li> </ul>



<b>Sub Questions</b> These questions articulate the main issues that will be addressed in the review.	<b>Data Sources</b>	<b>Data Collection Method</b> This is the method or tool we will use to collect these data.	<b>Indicators</b> These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
school graduation rates?	data to CDE • DataQuest		
<b>6. High School Drop Out Rate: Is the high school dropout rate of Migratory Students decreasing?</b>			
<b>Performance Target:</b> By 2020–21, the Migratory Student dropout rate will decrease to nine percent.			
5.1 Is the dropout rate decreasing annually for migratory students?	• LEA high school requirement criteria • DataQuest	• LEAs report high school dropout data to CDE annually	• Annual California high school dropout rate

**Table 35. Sub Questions, Data Sources, Collection Methods, and Indicators for the Performance Targets for Output-based Focus Areas**

<b>Sub Questions</b> These questions articulate the main issues that will be addressed in the review.	<b>Data Sources</b>	<b>Data Collection Method</b> This is the method or tool we will use to collect these data.	<b>Indicators</b> These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
<b>7. School Readiness: Is Migratory child participation in school readiness services increasing? Are Migratory children ready for Kindergarten?</b>			
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
6.1 What is the annual change in migratory child participation in school readiness services?	• Attendance lists	• Subgrantees enter the number of migratory children participating in school readiness services.	• Number of unduplicated migratory children who participate in 15 hours or more of a school readiness service per year.
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
6.2 What is the annual change in migratory parent participation in school readiness services?	• Attendance lists	• Subgrantees enter the number of migratory children participating in the school readiness services.	• Number of unduplicated parents who participate in 15 hours or more of a school readiness service per year.

<b>Sub Questions</b> These questions articulate the main issues that will be addressed in the review.	<b>Data Sources</b>	<b>Data Collection Method</b> This is the method or tool we will use to collect these data.	<b>Indicators</b> These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
<b>8. Out of School Youth: Are more Migratory OSY enrolling in health services? Are the health needs of Migratory OSY being met? Are Migratory OSY increasing their use of health services provided by or referred to by the MEP?</b>			
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
7.1 What is the annual change in participation in MEP health services for migratory OSY?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter health service data into MSIN for each migratory student:               <ul style="list-style-type: none"> <li>Oral Health</li> <li>Vision</li> <li>Medical</li> <li>Hearing</li> <li>Health education</li> <li>Mental Health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number of health services provided annually identified by service</li> </ul>
7.2 What is the annual change in health services referrals for migratory OSY?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter health service data into MSIN for each migratory student:               <ul style="list-style-type: none"> <li>Oral Health</li> <li>Vision</li> <li>Medical</li> <li>Hearing</li> <li>Education</li> <li>mental health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number of health referrals provided annually to each child, by type</li> </ul>
<b>9. Out of School Youth: Is the number of OSY enrolling in (and completing) ESL or literacy classes increasing?</b>			
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
8.1 What is the annual change in participation in MEP ELA classes for migratory OSY?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter ESL data into MSIN for each Migratory Student</li> </ul>	<ul style="list-style-type: none"> <li>Number of OSY who complete an ELA service</li> </ul>
8.2 What is the annual change in ELD and/or ESL class referrals for migratory OSY?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter ESL data into MSIN for each Migratory Student</li> </ul>	<ul style="list-style-type: none"> <li>Number of OSY referrals to ELD and/or ESL service</li> </ul>

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Sub Questions These questions articulate the main issues that will be addressed in the review.	Data Sources	Data Collection Method This is the method or tool we will use to collect these data.	Indicators These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
8.3 What is the annual change in GED class completion for migratory OSY?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter ESL data into MSIN for each Migratory Student</li> </ul>	<ul style="list-style-type: none"> <li>Number of OSY who completed a GED or high school equivalency program <ul style="list-style-type: none"> <li>Course completion tracked via the MLAP</li> </ul> </li> </ul>
<b>10. Health: Is the number of Migratory Students accessing mental health services increasing?</b>			
<b>Performance Target</b> Performance Target will be set once the baseline data are collected in 2018–19.			
9.1 What is the annual change in mental health services offered to Migratory Students?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter mental health service data into MSIN for each Migratory Student</li> </ul>	<ul style="list-style-type: none"> <li>Number of mental health services offered to Migratory Students annually</li> <li>Number of Migratory Students who complete a mental health service</li> </ul>
9.2 What is the annual change in mental health referrals offered to Migratory Students?	<ul style="list-style-type: none"> <li>Local assessments (i.e., INA and MLAP)</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter mental health service data into MSIN for each Migratory Student</li> </ul>	<ul style="list-style-type: none"> <li>Number of mental health referrals given to Migratory Students annually</li> </ul>
<b>11. Parent and Family Engagement: Is parent and family engagement in the MEP and at school increasing?</b>			
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
10.1 What is the annual change in parent participation in MEP services?	<ul style="list-style-type: none"> <li>Local data</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter parent participation data into MSIN</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents who attend parent workshops that build capacity to support their students' education</li> </ul>
10.2 What is the annual change in parent participation in school services?	<ul style="list-style-type: none"> <li>Parent survey</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees enter parent participation data into MSIN</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents who increase their participation at school</li> <li>Number of times a parent participates at school</li> </ul>
<b>12. Student Engagement: Is student engagement in the MEP and at school increasing?</b>			
<b>Performance Target:</b> Performance Target will be set once the baseline data are collected in 2018–19.			
11.1 How many MEP services offer self-pride and confidence building as a component to the	<ul style="list-style-type: none"> <li>Local data</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees indicate which services have this component within MSIN</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans and grant application</li> </ul>

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<b>Sub Questions</b> These questions articulate the main issues that will be addressed in the review.	<b>Data Sources</b>	<b>Data Collection Method</b> This is the method or tool we will use to collect these data.	<b>Indicators</b> These define the evidence we collect—they are measures that monitor progress and if things are changing the way we anticipated. They are specific, observable, and measurable.
service?			
11.2How many MEP services offer a cultural pride component to a service?	<ul style="list-style-type: none"> <li>Local data</li> </ul>	<ul style="list-style-type: none"> <li>Subgrantees indicate which services have this component within MSIN</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans and grant application</li> </ul>

### Technical Assistance and Monitoring

In addition to ensuring compliance with state and federal regulations for the MEP through the Federal Program Monitoring process, the CDE will also provide technical assistance and monitoring for strategies that are difficult to quantify, and will support improving migratory students' academic achievement and overall well-being. The CDE will monitor the implementation of the broader programmatic strategies suggested by the stakeholder committee which include:

- Maintain accurate information about home language and parent/MEP contact purposes
- Increase parent and family outreach efforts via television, flyers, posters and phone calls
- Staff completion of professional development that aligns with the needs and strategies identified in the SSDP
- Provide targeted intervention to address gaps in literacy (e.g., fluency, comprehension, etc.)
- Conduct an INA within 30 days of the migratory child's enrollment and monitor students' class attendance and grades via the MLAP or other method
- Implement health education that provides students and parents with the knowledge, attitudes, skills, and experiences needed for lifelong health (Family Health Nights)
- Partner with community organizations to develop referral mechanisms to mental health and behavioral support services
- Work with schools and districts to encourage migratory parent participation on various school councils (e.g., Parent Advisory Council, English Learner Advisory Council, Dual Language Advisory Council, etc.)
- Increase migrant high school students' sense of belonging through mentoring opportunities

These strategies will only be monitored on an informal level, unless otherwise noted in California *Education Code* or as a term of the grant approval. Stakeholders identified additional considerations for program improvement locally and at the state level that could not be included in the general framework due to the sheer number of recommendations; however,

the state, and possibly subgrantees, will lead efforts to address some of these recommendations.

### Additional Considerations for Program Improvement

This section of the SSDP outlines additional recommendations for local and statewide development of various components of the MEP. More robust data need to be collected for better evaluation of the needs identified within the CNA as well as program impact. Additionally, the CNA/SSDP Stakeholder Committee offered recommendations in the areas of high school graduation, OSY, and student engagement. Further program guidance on parent and family involvement are identified in the *Parent Involvement Plan* section.

### Recommendations for Further Data Collection and Reporting

Outlining a data plan for the next cycle of the CNA/SSDP process, the CDE and local partners identified a need around data collection, reporting, and training for the following areas: school readiness, high school credit accrual, OSY, health, parent and family engagement, and student engagement. The following is an outline detailing objectives and action items:

Over the next three years, the CDE will take the following steps to collect more robust data to measure the specific impact of program services for the focus areas identified above:

1. Collaborate with MEP Directors and stakeholders in the development of a standardized data collection tool through the MEP Directors meetings, MEP Director subcommittee meetings, and conference calls, as necessary.
  - a. Discuss the following: 1) timeline for project development and implementation 2) a tool that measures change in skills, knowledge, behavior, etc., 3) is it feasible to implement, 4) the data collection and storage process, 5) data security measures, and 6) data reporting at the local and state levels.
2. Develop the following milestones for project implementation.
  - a. Develop and implement a state-standardized evaluation tool to identify the impact of the service.
  - b. Train MEP staff, and parents or guardians, as appropriate, on the importance of the evaluation tool and how to utilize the tool through a standardized process to reduce errors in data collection methods. MEP staff training should include the elements listed in 1a (see above).

- c. Provide professional development time to review relevant data to employ during discussions of continuous program service improvement.
3. Pilot the data collection process and tool in a few regions to refine both the process and tool.
4. Implement the data collection process and tool statewide, and reevaluate the process during the next cycle of the CNA and SSDP development.

Additionally, the CDE is working with partners on two fronts: (1) to increase migratory student participation in the California's Healthy Kids Survey with the possible result of getting a representative sample that will support the MEPs efforts to provide targeted health services, and (2) refine the Migrant Student Information Network to include data collection methods for both measurable program outcomes and performance targets (see the Annual Performance Review Plan section for more information on these elements).

#### **Additional Considerations for High School Graduation and Dropout Rates**

In addition to increasing the high school graduation rate and decreasing the dropout rate, stakeholders offered additional strategies for local MEPs to consider:

- Support for long-term ELs – Stakeholders believe that long-term EL students do not receive enough support to meet their academic needs. The hypothesis is that long-term Migratory ELs are more likely to drop out than migratory students who are able to reclassify. MEPs should train staff to identify the long-term ELs in their regions, build relationships with these youth, monitor credit accrual starting in middle school, and provide information on career technical education. More data on migratory long-term ELs are needed to determine where there is an actual need.
- Enrichment Services – Stakeholders are concerned that the MEP provides limited options to high school students overall. Credit accrual and recovery services are standard services offered statewide as is Speech and Debate and the Migrant Student Leadership Institute. Many regions afford students the opportunity to participate in science, technology, engineering, and math (STEM) services. Subgrantees should not only offer engaging and rigorous intervention classes, but need to offer enrichment services like STEM, space camp, or mentoring services for students who need a positive role model.

## **Recommendations for Supporting Out-of-School Youth**

OSY are a population of concern since they face additional challenges to acquiring an education and becoming gainfully employed as they lack a guardian or support system. Locating OSY is also a major challenge for the MEP because they work long hours and are a highly mobile population with unreliable contact information. Data needs for OSY are included in the first part of this section. Stakeholders suggested the following to increase support of OSY:

- Transportation services – Many OSY do not have access to transportation services; therefore they are unable to attend services. MEPs should provide access to transportation (e.g., bus and transit passes, carpooling opportunities).
- Life skills – Due to a lack of consistency in reporting “life skills” as a service across regions, stakeholders requested a definition of “life skills” services. The CDE will provide guidance on life skill services before the implementation of the SSDP.

## **Further Student Engagement Opportunities**

Student engagement increases as students gain confidence, academic, and social-emotional skills. Offering high-quality, challenging and fun services incentivizes student participation and learning. Culturally competent MEP staff can help increase student engagement and support migratory students’ pride in one’s self and culture. Increasing student engagement through building relationships with students and parents, establishing a sense of belonging and offering interactive, rigorous services will result in an effective program that makes a dramatic impact on the lives of migratory families. The following considerations for program improvement were identified by the stakeholder committee.

Although in 2015–16, the graduation rate was 82 percent, stakeholders felt that graduates are not sufficiently college and career ready with the appropriate social-emotional and academic skills. Similarly, stakeholders believe there is room to improve access to high-quality academic content, targeted/individualized instruction, and multicultural competent teachers and administrators. Subgrantees should consider the following actions:

- Acknowledge migratory students’ barriers to participation and create a sense of belonging.
- Provide training to parents on how they influence student engagement.
- Provide professional development to all instructional staff, certificated and classified, on increasing student engagement
  - Teacher attitude cultivation



- Building the teacher-student relationship
  - Assessing student needs
  - Monitoring student achievement and providing prompt feedback
- Train school site migratory student advocates.

#### **Additional Local Migrant Education Program Considerations**

- Hire qualified, skillful responsive teachers, kindergarten teachers if possible, for preschool summer programs.
- Increase program coordination and communication with parents and stakeholders.
- Increase participation in parent trainings/workshops to build capacity and knowledge.
- Improve quality of relationships: teacher-child relationships.
- Increase access to technology and high-quality bilingual materials.
- Offer family engagement and family biliteracy services.
- Provide teachers and staff with professional development and time to collaborate.
- Address the socio-economic barriers to participation: transportation, child care, nutrition, hours of services that conflict with work hours, coordination with other community services.
- Implement socio-emotional competent strategies.

These additional considerations for program improvement provide further guidance for the MEP subgrantees in the various focus areas.

#### Section IV: Priority for Services Students

In accordance with Section 1304 of the ESSA, the CDE created a process to identify and prioritize services for students who meet the criteria of Priority for Services (PFS). PFS students are a subpopulation of migratory students who are eligible for services, and who are most mobile and in need of intervention. According to Section 1304, eligible migratory students must meet the following requirements in order to be considered PFS:

- Made a qualifying move within the previous one-year period, and who—
  - are failing, or most at risk of failing, to meet the challenging State academic standards; or
  - have dropped out of school.

In addition to meeting the requirements of the federal classification for PFS, students must also meet California’s definition of “failing, or most at risk of failing.” Migratory students who meet the federal requirements and who fall short of proficiency on the CAASPP Smarter Balanced Assessments or the California English Language Development Test (CELDT) are considered PFS students.<sup>40</sup> The CDE defines “failing, or most at risk of failing” as:)

- Scoring at Level 1 – Standard Not Met or Level 2 – Standard Nearly Met on ELA and/or math achievement on California’s Smarter Balanced Summative Assessments, or
- Scoring at Level 1–3 on the CELDT or ELPAC.

Identifying migratory children as PFS happens in real time through California’s MSIN 6.0 system. Migratory children will be evaluated using the state’s criteria as soon as the county office of education documenting the move during the Performance Period is verified; subgrantees will be notified within 24 hours of the determination; and children identified as PFS will be monitored to ensure services are delivered. All of the data required to make the PFS determination (based on moves and assessment scores or enrollment) are reported in a single system. If the move is within the regular school year and the child has a Statewide Student Identifier number, then his/her most current state assessment scores can be evaluated to immediately identify him/her as PFS. This immediate identification enables regions to target services sooner, allows for faster reporting to the Migrant Student Interstate Exchange (MSIX), and allows for faster EDFacts<sup>41</sup> file creation.

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<sup>40</sup> In 2018–19, California will fully transition from using the CELDT to using the English Language Proficiency Assessments for California (ELPAC) to evaluate students’ English language proficiency.

<sup>41</sup> EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data, and can be found at: <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

Local MEPs develop services based on the needs of migratory students with special attention paid to the needs of migratory PFS students. PFS students are prioritized when enrolling migratory students and families in various services. Additionally, subgrantees provide extra support for the PFS students within program services through targeted intervention, instructional strategies, and extra staff support. Realizing that PFS students require additional measures to address PFS students' needs, local MEPs strive to provide high quality services to all migratory students.

## Section V: Identification and Recruitment Plan

The process of identification and recruitment is a federal program requirement and the responsibility of the State. The regional and district staff performing this function represent the CDE. Only fully trained and authorized personnel are permitted to identify and recruit families and youths for the MEP. A “recruiter” refers to anyone who has been authorized to identify and recruit migrant students, regardless of the official or colloquial title by which he or she operates and any other job duties he or she may be required to perform.

“Identification” means locating migratory families and youths. “Recruitment” refers to making contact with migratory families and youths and (a) describing MEP services, (b) securing the necessary information to determine eligibility for program services, and (c) recording the basis of eligibility on a Certificate of Eligibility (COE). Successful recruitment results in the enrollment of migratory children or youths in the MEP.

As described earlier in this report, the CDE administers MEP activities through subgrantee regions and districts. To the extent possible, subgrantee regions and districts track the departure as well as the arrival of migratory families and youths in their area. This practice is useful because: (1) it helps CDE plan the program by determining an accurate number of eligible migrant children and youths in the state; (2) it allows the region to notify the receiving site in advance that the migratory child or youth is en route; and (3) it allows the region to identify possible Priority for Service (PFS) students.

Because I&R is such an important part of the program, the recruiter plays a vital role. It is the recruiter who identifies potential migratory families and youths through school and community-based recruitment strategies and determines program eligibility. Recruiters obtain data by interviewing the parent or guardian of the child or youth, in cases where the child moves on his or her own. In addition, a recruiter might be assigned by the region or district to work in a single school or multiple school districts. California’s *MEP I&R Manual* outlines the policies and procedures for the identification and recruitment of migrant children as well as the MEP requirements.

### State and Local Training

To be effective in I&R, a recruiter must become skilled in performing a range of duties and adapting to situations. The CDE requires the subgrantees to ensure that adequate training on child eligibility, COE completion, and I&R procedures is provided for all personnel who are involved in any aspect of the I&R process in their subgrantee areas. Regions and districts must also equip the recruiters with the necessary tools to be successful by: (1) providing qualified trainers, (2) employing a standardized training curriculum, (3) conducting ongoing training and support, and (4) certifying that all recruiters and eligibility reviewers (State Education Agency [SEA] reviewers) have successfully completed local and State I&R trainings.

## Local Training

The regional and district offices, under the direction of CDE, will be responsible for providing professional development for recruiters at the time of hire, as well as ongoing training for I&R personnel throughout the year. I&R personnel must understand their role, how their job fits within the organization, and where to go when they have questions or problems. Regular, ongoing training for I&R staff is crucial to the success of local and State I&R efforts and to ensure staff understand the regulatory criteria essential to making accurate eligibility determinations. Training is delivered by experienced I&R practitioners approved by the State. The trainers have a thorough knowledge of federal and State policies related to the I&R process, and are thoroughly acquainted with the National I&R Training Curriculum. If a subgrantee does not have a qualified trainer, the local director will contact the CDE to arrange training.

In California, before a new recruiter recruits independently, he or she shadows a knowledgeable and skillful recruiter during eligibility interviews with migratory families. During this training period, the I&R coordinator/trainer will: (1) check the new recruiter's understanding for eligibility determinations, (2) pose questions and possible interview/recruitment scenarios, (3) evaluate the level of competency of the new recruiter, and (4) observe the new recruiter conduct an eligibility interview. On an ongoing basis, the I&R coordinator/trainer will also provide opportunities for the new recruiter and other recruitment staff to talk about situations they have encountered and discuss whether particular students are eligible for the MEP. The I&R coordinator/trainer will determine when the recruiter is ready to work without supervision.

All subgrantees will use the National I&R Training Curriculum as a framework to deliver I&R trainings to recruiters. The CDE recommends that training for all I&R staff be conducted monthly. The training sessions are to include examples of issues encountered during regional re-interviews, COE reviews, and group discussions.

## State Training

In addition to the local subgrantee training each recruiter receives, the CDE offers various trainings to all of the local MEPs:

- SEA Reviewer Trainings – All designated SEA reviewers will attend all mandatory training conducted by the State. Every subgrantee will have a qualified representative attend these mandatory trainings.
- Regional I&R Coordinator/Trainer Meetings – The State will schedule remote/virtual meetings with local I&R coordinators to provide updates, guidance, and instructions. At

least once per year, the CDE will schedule an in-person meeting with this group to provide support, training, and additional guidance to promote consistency in all I&R activities.

- Statewide I&R and Data Training – Attendance at the I&R and Data Trainings will be required for all recruiters and SEA reviewers. The CDE will develop the training sessions to address areas of improvement that are revealed from the results of re-interviews, State review of COEs and staff observations.
- I&R Webinars – At least once per year, the CDE will hold a mandatory training for all recruiters. Various webinars will be offered to accommodate the working schedules of the full-time and part-time recruiters working in the state. The training sessions are archived to remain available to I&R staff who were unable to view them at the time they were presented. Trainings are based on the California *MEP I&R Manual* and the National I&R Curriculum as well as identified areas of improvement that were revealed as a result of re-interviews, State review of COEs, and staff observations.
- On-site Training for Subgrantee Staff – Upon a subgrantee director's request or as determined by the State, onsite training will be available to train new recruiters or reinforce training in areas of identified weakness.

#### Quality Control: Process for Resolving Eligibility Questions

The CDE's I&R Quality Control Plan follows federal statute and guidance as well as applicable State guidance. Quality control happens both at the local subgrantee and State levels. At the local level, recruiters are supervised and supported by the I&R coordinator/trainer. Subgrantee I&R coordinators/trainers regularly observe and provide feedback to the recruiter as well as make, at minimum, one annual evaluation/assessment of the recruiter's overall performance. Additionally, when a recruiter encounters a situation where the eligibility status of a family is unclear, the recruiter will consult California's *MEP I&R Manual*. If the answer to the recruiter's eligibility question is not conclusively answered in the *Manual*, the recruiter should consult with his or her I&R coordinator/trainer.

If the I&R coordinator/trainer does not have the answer, California has an I&R help desk available through the MSIN statewide database Web site. The coordinator will provide the all relevant facts that would affect the eligibility determination and the number of students whose eligibility would potentially be affected. If the question regarding eligibility cannot be resolved by the help desk, the help desk staff will forward the question to the State. If the question cannot be resolved at the State level, the CDE I&R consultant will submit the question to the federal OME. Once OME responds, the I&R consultant will provide the response to the subgrantee's coordinator and the I&R help desk to be archived for future reference.

Other methods used by the CDE for ensuring fidelity in qualifying eligible migratory children for services include the federally required annual verification process, statewide re-interviews, and data verification process. Annual verification requires subgrantee regions and districts to make contact with all families and youths in their area at least once each year (typically on the anniversary of their qualifying arrival date or during the re-enrollment period) to find out if they are still in the area, have made another qualifying move, or are in need of program services.

At the State level, the CDE conducts data validation monitoring to verify that MSIN data are correct. At the same time, the CDE conducts a quality review of COEs to verify eligibility. When the data verification and quality review are completed, the CDE I&R consultant notifies the subgrantee of the results of the review and explains the basis for any concerns, questions or ineligibility determinations. Any students who are determined to be ineligible through this review are removed from the COE or the COE is marked for deletion, whichever action is appropriate. The results of the quality review are compiled into quarterly monitoring logs that list the number and types of errors/discrepancies within each section of the COE and the actions taken. These quarterly reports are shared by e-mail with the subgrantee MEP offices to assist them in planning local trainings.

Federal regulations require that all state MEPs annually conduct statewide re-interviews. Conducting re-interviews makes it possible for a state to identify problems early on so that the problems can be corrected. The results of the statewide re-interviews are compiled into a MEP re-interview report. In California, this activity is conducted quarterly with families that have a COE with a qualifying move during the current reporting period as soon as possible after recruiters complete the COEs. The CDE uses the re-interview report for submission of the annual student counts to the federal government.

The CDE also uses the statewide re-interview report to identify subgrantees with the highest discrepancy rates for participation in the State's corrective action process. The purpose of this process is to identify causes of discrepancies or errors in COEs and to develop resolution strategies to assist subgrantees in reducing deficiency rates and implementing sound, sustained I&R practices to prevent future errors in eligibility determinations. In the corrective action process, the CDE schedules quarterly status meetings with selected subgrantees to assess progress. When a subgrantee demonstrates that the problems have been resolved as evidenced by the elimination of discrepancies, the CDE I&R consultant will inform the subgrantee of the end of the corrective action process.

Section VI: Parent Involvement Plan

Parent and family involvement is a cornerstone to the MEP, and the CDE supports statewide and local opportunities to increase formal and informal parent involvement. Opportunities for formal parent and family involvement occur through participation on Parent Advisory Councils (PACs) which occur at the district, regional and state levels in accordance with Section 1304(c)(3) of the Elementary and Secondary Education Act. Direct-funded districts, and districts within a larger region operate district-wide PACs while multi-district regions operate a Regional Parent Advisory Council (RPAC). State law outlines the structure and membership composition. Membership of PACs must be comprised of at least two-thirds of parents with migratory children, meetings must be in a language all members can understand, and must meet at minimum six times a year. During the PAC meetings, members are provided with information and training on all areas relevant to the MEP and participate in the MEP quality improvement cycle by consulting with key MEP staff on program development.

Informal opportunities for parent and family involvement occur throughout the year at the local level. These services vary by subgrantee and include assorted workshops to increase parent support of student's academic achievement and overall well-being, supporting early education, steps to graduating high school, college requirements, family biliteracy nights, regional parent conferences, and opportunities to visit institutions of higher learning. Table 4 identifies strategies to increase parent and family involvement at the state and local levels.

**Table 36. State and Local Strategies to Increase Parent and Family Involvement**

Objectives	Strategies	
	State	Local
Home Support: Assist families in setting home conditions that support children as students at each age and grade level	<ul style="list-style-type: none"> <li>Disseminate information on best practices in family outreach.</li> <li>Share information on statewide health initiatives and health programs (e.g., Covered California, CDE Summer Meal Program, etc.) that provide services to families.</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate information on parent involvement, nutrition, health, and other services to parents via parent meetings, during the I&amp;R process, at workshops, etc.</li> <li>Share resources (e.g., nutrition, food stability, transportation, etc.) available within the community.</li> <li>Inform parents and family about developmental stages during parent workshops.</li> </ul>



Objectives	Strategies	
	State	Local
Skill Development: Increase parent capacity to participate at the school and district, or regional, level.	<ul style="list-style-type: none"> <li>Disseminate research on the impact of parent involvement on student achievement.</li> <li>Include migratory parents in the development of the statewide CNA and SSDP.</li> <li>Provide training and information sharing opportunities through the SPAC.</li> </ul>	<ul style="list-style-type: none"> <li>Train parents on how to read and interpret student achievement data.</li> <li>Train parents to participate in curricular and budgetary decision making.</li> <li>Train parents on partnership building strategies to connect with family, school, and the community.</li> <li>Provide workshops including: <ul style="list-style-type: none"> <li>Parent and family engagement</li> <li>Supporting high school graduation</li> <li>Career Technical Education</li> <li>Academic and education vocabulary (e.g., acronyms, A-G, parent homework dictionary, etc.).</li> </ul> </li> </ul>
Participation: Increase parent participation	<ul style="list-style-type: none"> <li>Disseminate evidence-based practices on family outreach.</li> <li>Provide subgrantees with a forum to discuss parent participation and outreach strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of methods to recruit parents (e.g., work with the PAC or RPAC to help enroll migratory families, phone call/text reminders before each class, collaborate with community-based organizations).</li> <li>Collaborate with school administrators and staff to encourage participation in the MEP.</li> <li>Incentivize participation through student recognition nights and monthly raffles.</li> </ul>

Objectives	Strategies	
	State	Local
Communication: Develop communication channels between families, the MEP and schools.	<ul style="list-style-type: none"> <li>• Discuss the importance of two-way communication between parents, the MEP, and schools.</li> <li>• Compile resources and best practices related to creating migratory-family friendly schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools, districts and parents to encourage migratory parents to become more involved at school (e.g., DELAC, ELAC, school events, etc.).</li> <li>• Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage and home environment.</li> <li>• Work with districts and schools to deliver important home information in appropriate languages (e have a Mixteco interpreter call home with information).</li> <li>• Provide resources to migratory families on high school graduation requirements and post-secondary opportunities.</li> </ul>
Regional Collaboration: Develop communication channels between the MEP and schools/district administration, and staff.	<ul style="list-style-type: none"> <li>• Provide MEP Directors and staff with best practices for communicating and working with schools and districts to ensure an integrated and efficient approach to supporting migratory families.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with schools/districts on a regular basis to identify ways to collaborate and offer integrated services to migratory students and families.</li> <li>• Meet with districts and schools on a regular basis to strategically plan events so that MEP and school events are not in conflict.</li> </ul>
Supporting Academics: Prepare families to support their children's learning.	<ul style="list-style-type: none"> <li>• Support local MEPs in researching, developing, and implementing home learning activities that support migrant student academic success.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer family literacy opportunities, focused on math and reading.</li> <li>• Instruct families on the use of hands-on activities for content area learning, (e.g., math manipulatives).</li> <li>• Train families to building school readiness skills.</li> </ul>

## Section VII: Exchange of Student Records

Educational continuity is one of the most pressing academic challenges facing our migratory students with PFS students being the most mobile subgroup of the migratory population. In accordance with Section 1304(D)(3), California has developed a data collection system to assist with reliable data collection and reporting as well as compliance with state and federal mandates on interstate and intrastate coordination of services for migratory children, including educational continuity.

California's Title I, Part C funded subgrantees utilize the MSIX and the MSIN to promote interstate and intrastate coordination of services for migratory children and the timely transfer of pertinent school records. The MSIX is a federally funded national data collection system that ensures greater continuity of educational services for migratory children by providing a mechanism for all states to exchange education-related information on migratory children who move from one state to another. The MSIN is the California state equivalent to the MSIX and provides a mechanism for exchanging education-related information on migratory children who move within the state and assists the CDE-funded subgrantees in locating migrant students throughout the state using the Migrant Student Locator. Both the MSIX and the MSIN help to improve the timeliness of school enrollment, the appropriateness of grade and course placement, and the sharing of immunization information of migratory children.

Opportunities to collaborate with other states serving the same migratory students ensure these eligible students receive services as they migrate. The CDE and subgrantees participate in interstate organizational meetings and conferences with the Interstate Migrant Education Council and the National Association of State Directors of Migrant Education. During MEP Director meetings, MEP staff from other states that share migratory children with California are invited to present to the Directors and brainstorm ideas on the best way to ensure educational continuity, including MEP services, for migratory children.

## Section VIII: Migrant Education Program Professional Development Plan

Professional development (PD) opportunities are provided to subgrantees at the state and local levels. Content for statewide PD is driven by state and federal laws and regulations, student needs identified by MEP Directors and staff, SPAC parents as well as California's Common Core State Standards. As mentioned above, the CDE provides extensive training for identification and recruitment. Throughout the year, the CDE also provides PD to MEP Directors through quarterly MEP Directors' Meetings. A variety of topics are discussed during the year ranging from state and federal compliance, program improvement, fiscal monitoring to data collection and current events that affect the MEP. During these meetings, MEP Directors have the opportunity to engage in peer-to-peer learning to identify various strategies to assist in the improvement of identification and recruitment, program development, and family outreach and participation. PD is also a valuable aspect of the SPAC meetings. Parents are trained to formally participate on a statewide committee in addition to learning about various school services within, and outside, of the MEP to support their children. Both the MEP Directors' and SPAC meetings are a way for the CDE to provide information on a statewide level with the expectation that Directors and SPAC members return to their regions to share the information and train MEP staff and parents.

Additional training varies from year to year depending on program focus and needs identified by MEP Directors and staff. For example, in 2016–17, the CDE offered Family Biliteracy training for all the participating MEPs. This training covered the CDE's expectations in offering this service, provided an overview of the service and its implementation along with starting discussions around a statewide assessment for school readiness. Additionally, the CDE facilitated a statewide webinar on a study evaluating the dangers that pesticides have on the health of migratory farm workers. In 2017–18, the CDE will contract with the California Preschool Instructional Network (CPIN) to provide high quality, regional PD highlighting current research-based information, resources, and effective instructional practices for preschool administrators and teachers. Furthermore, CPIN offers a certification that MEP staff may enroll in to become a certified CPIN partner qualified to conduct PD trainings within their region. The CDE also offered a number of local mental health and suicide prevention trainings to support subgrantees in addressing mental health issues of migratory children. Other opportunities to build MEP staff capacity to address the unique needs of migratory children include participation in Graduation and Outcomes for Success for OSY events and meetings. The CDE is also working with contractors to bring statewide health education trainings to all of the local MEPs. These PD opportunities are an integral aspect of the continuous improvement cycle as they build capacity of the MEP Directors, staff, and parents to administer the program. The next section outlines the CDE's next steps in providing PD on the SSDP.

Section IX: Looking Forward: Next Steps

To support local MEPs in aligning program services to better address migratory student needs, the CDE will offer multiple training opportunities to subgrantees on the SSDP guidance and steps toward implementation. The following tables detail the outreach activities to review the SSDP with subgrantees and other stakeholders.

Communicating the State Service Delivery Plan to Local Projects

**Table 37. State Service Delivery Plan Communication Plan for MEP Directors and Staff**

Timeframe	Training	Objectives	Where	Audience
Sept. 2017	Overview of the SSDP	<ol style="list-style-type: none"> <li>1. Provide an overview of the SSDP process.</li> <li>2. Review performance targets for each focus area.</li> </ol>	MEP Director Meeting Sacramento, CA	MEP Directors
Jan. 2018	Aligning MEP Services with the SSDP	<ol style="list-style-type: none"> <li>1. Review performance targets for each focus area.</li> <li>2. Discuss MEP services that address all of the focus areas.</li> <li>3. Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new services.</li> </ol>	Fresno, CA	Regional MEP staff in Central CA
Jan. 2018	Aligning MEP Services with the SSDP	<ol style="list-style-type: none"> <li>1. Review performance targets for each focus area.</li> <li>2. Discuss MEP services that address all of the focus areas.</li> <li>3. Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new services.</li> </ol>	Sacramento, CA	Regional MEP staff in Northern CA
Jan. 2018	Aligning MEP Services with the SSDP	<ol style="list-style-type: none"> <li>1. Review performance targets for each focus area.</li> <li>2. Discuss MEP services that address all of the focus areas.</li> <li>3. Identify services that already align with the SSDP, enhance services that partially align with the SSDP, and develop new</li> </ol>	San Diego, CA	Regional MEP staff in Southern CA

Timeframe	Training	Objectives	Where	Audience
		services.		

### Communicating the State Service Delivery Plan to Other Stakeholders

Additional informational and training sessions will be offered to internal and external partners. In conjunction with the CDE, the Los Angeles County Office of Education (LACOE) is developing California's new online MEP grant application and expenditure reporting system. The CDE is working with LACOE to align the online MEP grant application to the SSDP to assist with statewide implementation and program evaluation. Furthermore, the CDE will continue to provide training around the SSDP and consult with the SPAC during SSDP implementation.

**Table 38. State Service Delivery Plan Communication Plan for Other Stakeholders**

Timeframe	Training	Objectives	Where	Audience
Sept. 2017	Overview of the SSDP	<ol style="list-style-type: none"> <li>1. Provide an overview of the SSDP process.</li> <li>2. Review performance targets for each focus area.</li> </ol>	Sacramento, CA	LACOE MEP Online Grant Application Development Team
Feb. 2018	Aligning MEP Services with the SSDP	<ol style="list-style-type: none"> <li>1. Review performance targets for each focus area.</li> <li>2. Discuss MEP services that address all of the focus areas.</li> <li>3. Identify additional data collection steps needed to evaluate the performance targets and reporting to the CDE.</li> </ol>	SPAC Meeting	SPAC members