

MEP CONTINUOUS IMPROVEMENT CYCLE: KEY RESOURCES

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MEP New Directors Orientation
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The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

OBJECTIVES

- Review the three key elements of a MEP continuous improvement cycle and how they work together
- Review existing resources on <https://results.ed.gov>:
 - Comprehensive Needs Assessment (CNA) toolkit
 - Service Delivery Plan (SDP) toolkit
 - Evaluation toolkit
 - webinars

LEGAL PAGE

Statute

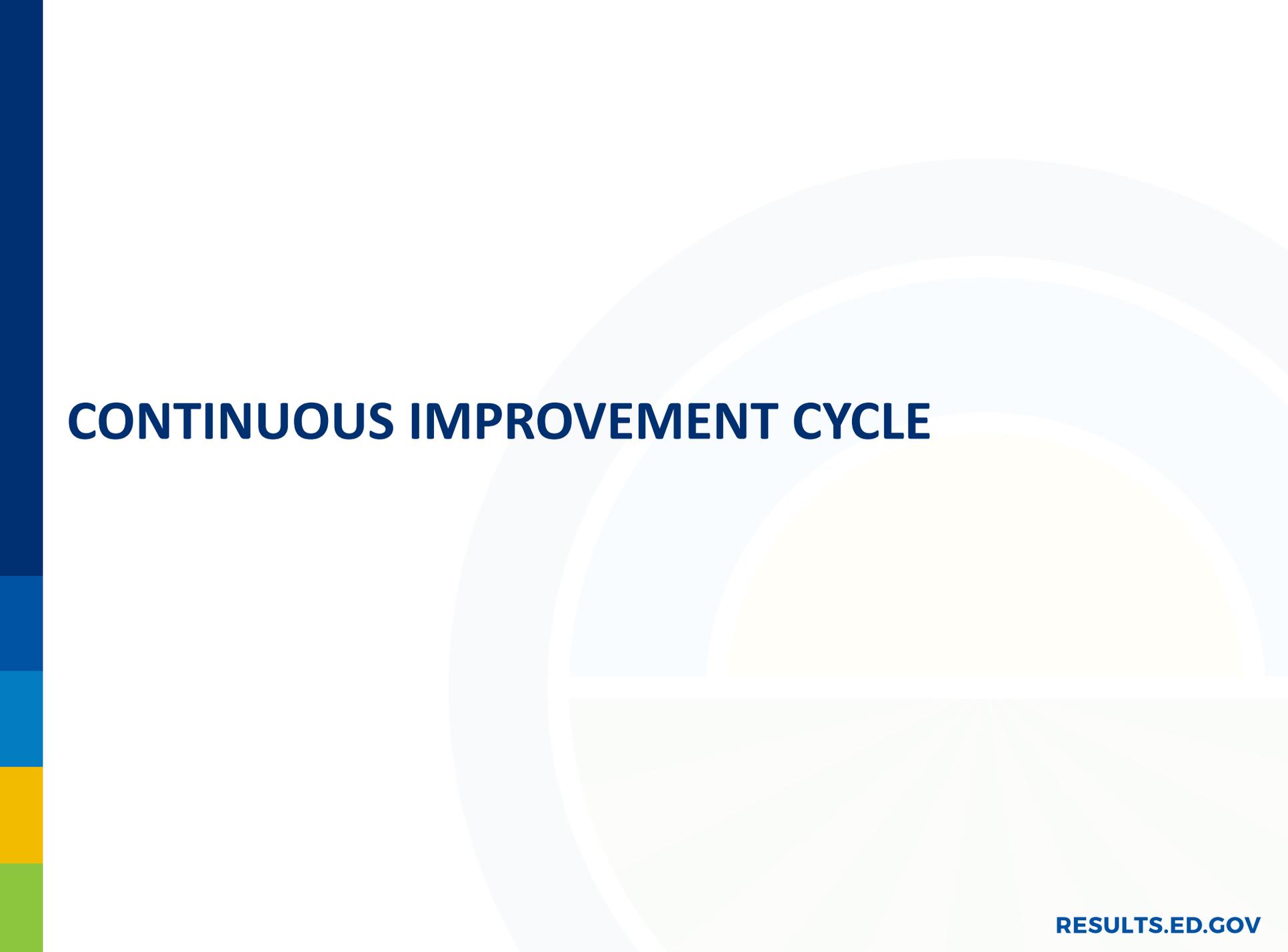
Title I, Part C, Sections 1301; 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D).

Code of Federal Regulations

34 CFR 200.83; 200.84.

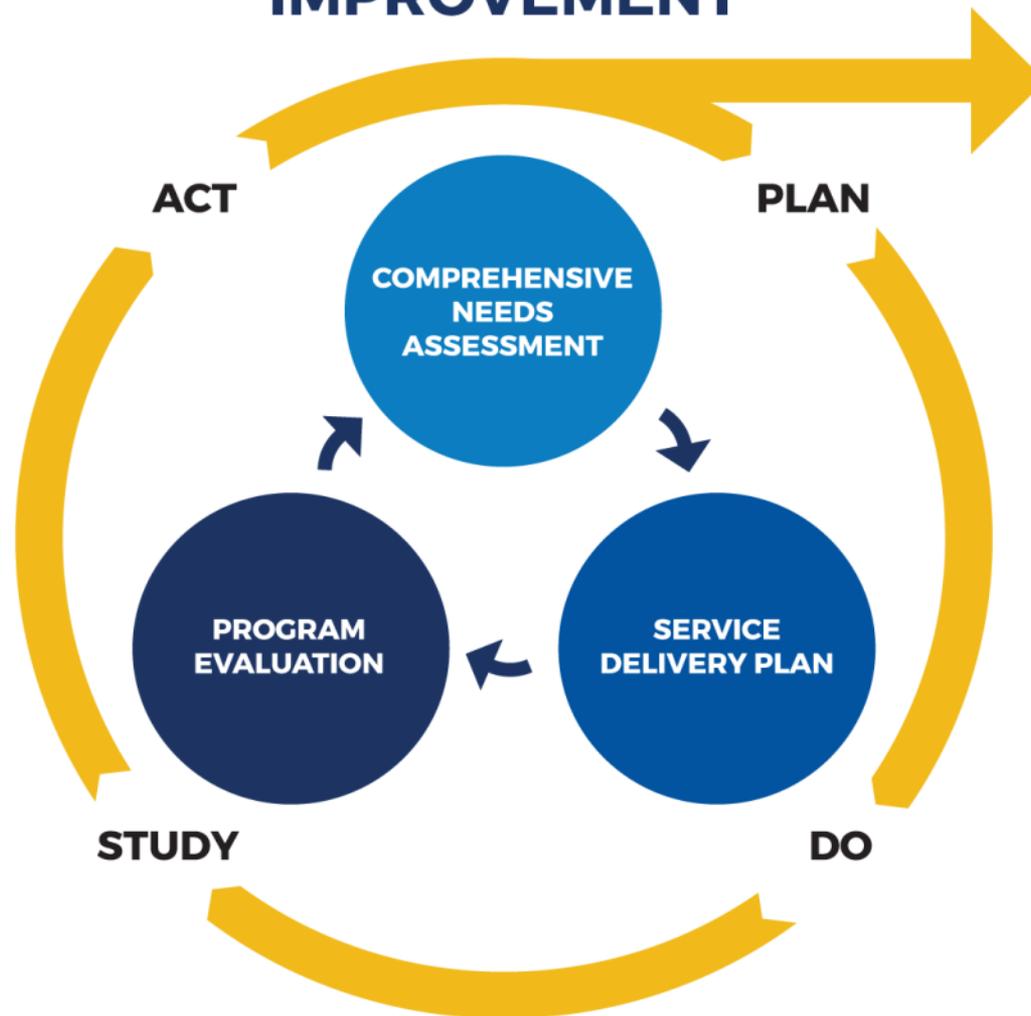
Guidance

MEP Guidance, March, 2017. Chapter IV. Comprehensive Needs Assessment and Service Delivery Plan, pages 43-52; Chapter VIII. Program Evaluation, pages 84-95.

The background features a vertical bar on the left side with four colored segments: dark blue, medium blue, yellow, and green. On the right side, there is a large, light blue semi-circle with a white outline, and a smaller, yellow semi-circle with a white outline inside it.

CONTINUOUS IMPROVEMENT CYCLE

CONTINUOUS IMPROVEMENT





OUR IMPACT

Migrant youth participating in the Migrant Education Program in 2016-17:



Source: Ed Data Express

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment. This website provides information, tools, and resources to promote the interstate coordination of migrant programs.

[Learn More About Us](#)

LATEST UPDATES

MEP POLICY Q&AS: OCTOBER 2019

The Office of Migrant Education (OME) has developed Migrant Education Program (MEP) Policy Questions and Answers (Q&As), which are intended to address specific scenarios as well as help States think through situations they might encounter. Policy responses are a complement to the MEP Non-Regulatory Guidance (NRG), and like the NRG, are provided as a resource for States in considering how best to administer and operate the MEP. States have the authority to adopt policies and procedures different from those adopted by OME, as long as those policies and procedures comport with the statute and regulations. The Q&As can be [downloaded](#) and are also in the searchable database of [MEP Policy Q&As](#).

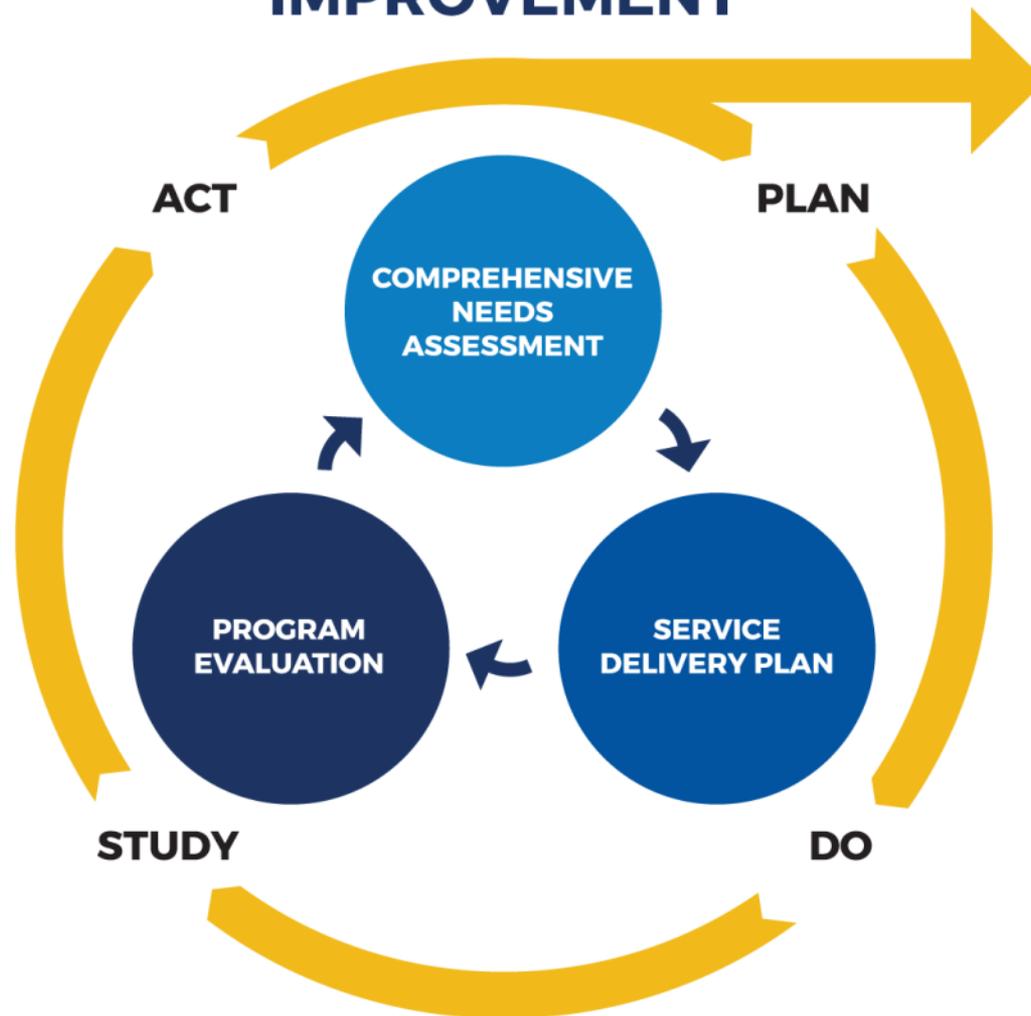
THE TOOLKITS

WWW.RESULTS.ED.GOV

Designed to support Migrant Education Programs (MEPs) in the planning, implementation, and evaluation of their programs in providing for migratory children in accordance with Title I, Part C – Education of Migratory Children of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

These *Toolkits* are designed as step-by-step guides for MEP State Directors to plan and develop a state CNA and SDP, and to conduct useful evaluations of services provided to migratory children and their families.

CONTINUOUS IMPROVEMENT



WHAT IS A CNA?

As described in *Non-Regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965*, the primary purpose of a CNA is to guide the overall design of the MEP on a statewide basis. A “needs assessment” is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action.

WHAT DOES THE CNA DO?

- Identifies the “unique educational needs” of migratory children;
- Guides the development of each State’s MEP Service Delivery Plan; and
- Establishes statewide priorities for services.

WHEN THINKING ABOUT YOUR CNA

- What is the nature and magnitude of the problem to be addressed?
- What are the characteristics of migratory children in your state?
- What are the unique needs of migratory children? And, what has created these needs?
- What kinds of assistance might address the needs of migratory children?
- What outcomes would be desirable?

MEASURABLE PROGRAM OUTCOMES

Solution Strategy and Measurable Program Outcome

Need	School districts report that as of September 2018, 38% of six-year-old migratory children enrolled in 1st grade had not attended kindergarten, as compared with 5% of other six-year-old children enrolled in 1st grade.
Need Statement	The number of five-year-old migratory children enrolling in kindergarten must increase by 33%.
Solution Strategy	Local MEPs should conduct school enrollment fairs for five-year-old migratory children at migrant camps in their school districts at the beginning of the school year.
Measurable Program Outcomes	By the end of the 2018–2019 school year and each year after, the percentage of five-year-old migratory children enrolled in kindergarten will increase by at least 5%.

COMPREHENSIVE NEEDS ASSESSMENT TOOLKIT



INTRODUCTION AND OVERVIEW



[Download the CNA Toolkit](#)

- [INTRODUCTION AND OVERVIEW](#) 
- [STATUTES, REGULATIONS, AND NON-REGULATORY GUIDANCE RELATED TO THE CNA](#) 
- [CHECKLIST FOR THE CNA](#)
- [STEP 1: PRELIMINARY WORK](#) 
- [STEP 2: EXPLORE WHAT IS](#) 
- [STEP 3: GATHER AND ANALYZE DATA](#) 
- [STEP 4: MAKE DECISIONS](#) 
- [STEP 5: TRANSITION TO THE SERVICE DELIVERY PLAN](#) 

[Previous](#) | [Next](#)

INTRODUCTION AND OVERVIEW

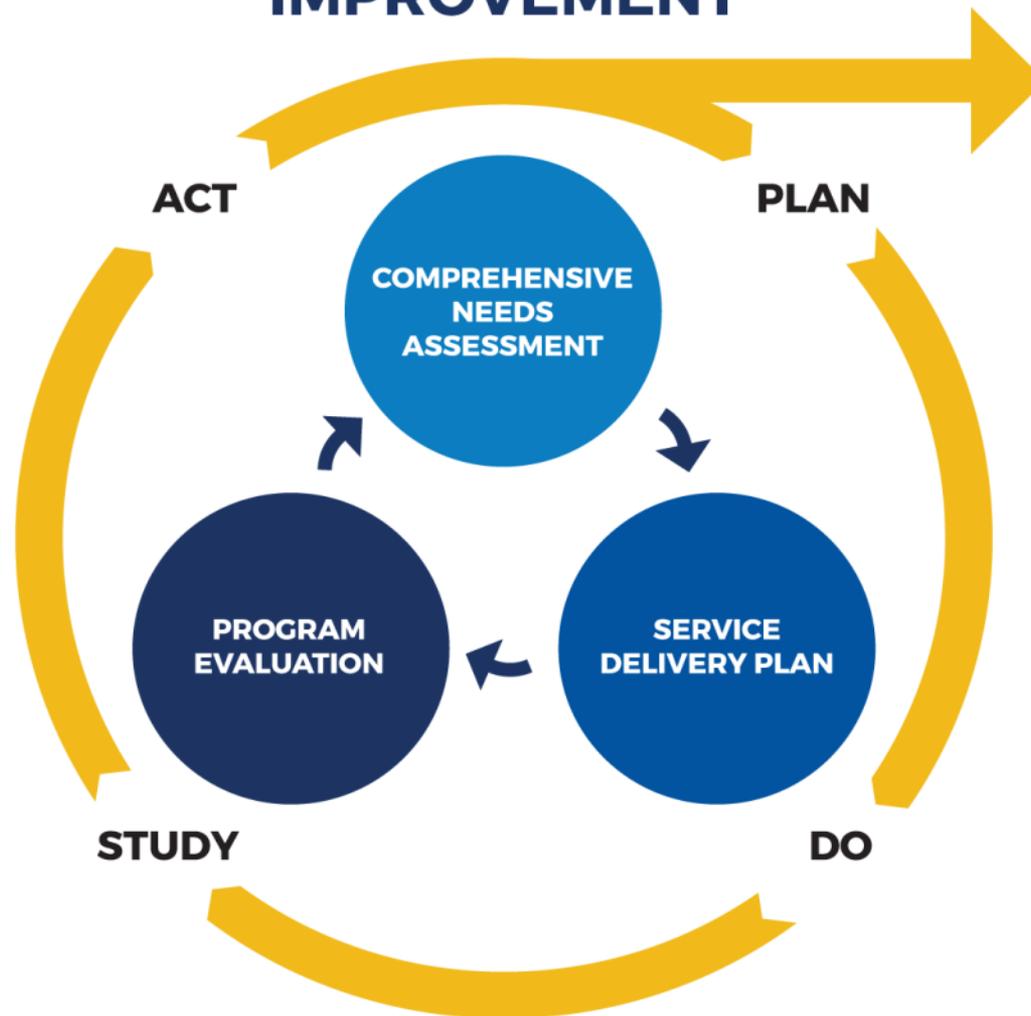
About This *Toolkit*

The *Comprehensive Needs Assessment Toolkit (Toolkit)* is the first in a series of three toolkits developed through the Office of Migrant Education (OME) to support Migrant Education Programs (MEPs) in the planning, implementation, and evaluation of their programs in providing for migratory children in accordance with Title I, Part C – Education of Migratory Children of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This *Toolkit* is designed as a step-by-step guide for MEP State Directors to plan and conduct a state Comprehensive Needs Assessment (CNA) (referenced at Section 1306 of ESEA Title 1, Part C).

Together, the three toolkits provide a guide for instituting and maintaining a Continuous Improvement Cycle of program planning, implementation, and evaluation aligned with the current needs and priorities of migratory children and families in their respective state. The *Toolkit* can be used to conduct the CNA “from scratch” or to update a previously conducted needs assessment. This second iteration of the *Toolkit* incorporates the valuable feedback and insights from MEP State Directors and includes models and templates. Statutory and regulatory requirements of the MEP are indicated throughout the *Toolkit*. Suggested processes, resources, and tools are also included and available for adoption at the user’s discretion.

For a glossary of terms related to the CNA, Service Delivery Plan (SDP), and Program Evaluation, see [Terms and Definitions Related to the MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation](#).

CONTINUOUS IMPROVEMENT



WHAT IS THE SDP?

The Statewide Service Delivery Plan describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children; in other words, it is the SEA's operational plan for the MEP.

The SDP describes the State's efforts to ensure migratory children make progress toward achievement of the State's long-term goals and measurements of interim progress.

WHAT DOES THE SDP DO?

- Summarizes the “unique educational needs” of migratory children;
- Identifies the performance targets the State has adopted for migratory children and the measurable program outcomes it will meet to achieve the targets;
- Describes the service delivery strategies the State will pursue on a statewide basis to achieve the measurable program outcomes; and
- Describes how the State will evaluate the effectiveness of the MEP.
- Guides subgrantee services.



**SECTION A: INTRODUCTION
AND OVERVIEW** >

**SECTION B: OVERVIEW OF
STATUTE, REGULATIONS, AND
NON-REGULATORY GUIDANCE
RELATED TO SERVICE DELIVERY
PLANS** >

**SECTION C: PLANNING AND
DOCUMENTING THE SERVICE
DELIVERY PLAN** >

**SECTION D: THE GENERAL
FRAMEWORK OF THE SERVICE
DELIVERY PLAN** >

**SECTION E: ADDRESSING THE
NEEDS OF MIGRATORY
CHILDREN** >

**SECTION F: THE ROLE OF
PARENTS OF MIGRATORY
CHILDREN IN THE SDP PROCESS** >

**SECTION G: SHARING, USING,
AND UPDATING THE SERVICE
DELIVERY PLAN** >

**SECTION H: ENSURING
IMPLEMENTATION AND
ACCOUNTABILITY IN LOCAL** v

Next >

A.1 About This *Toolkit*

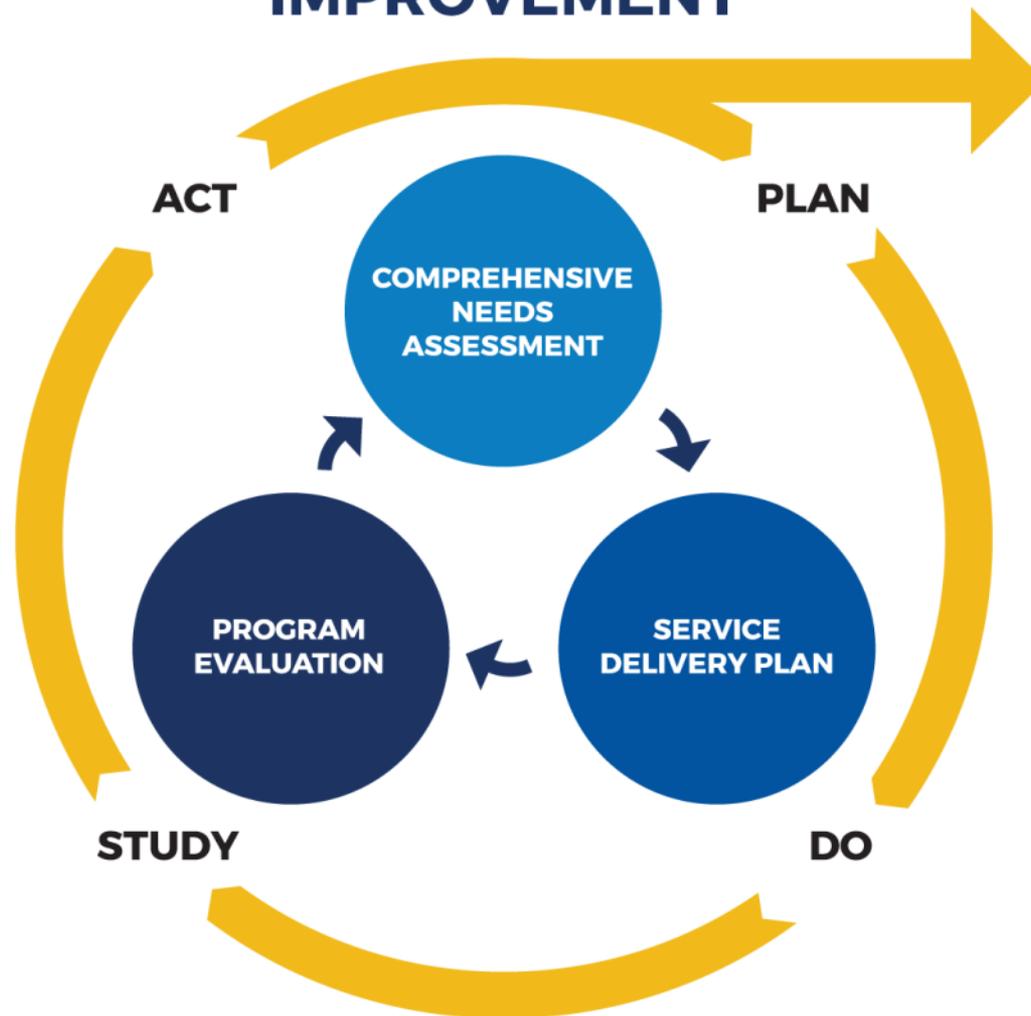
The *Service Delivery Plan Toolkit* is the second in a series of three toolkits that have been developed by the Office of Migrant Education (OME) as a resource for States as they develop their migrant-specific comprehensive plans for service delivery, commonly known as a service delivery plan (SDP). This version of the *Service Delivery Plan Toolkit (Toolkit)* updates the information and resources according to the changes made to the Elementary and Secondary Education Act of 1965 (ESEA) through the Every Student Succeeds Act of 2015 (ESSA).

Other toolkits in the series include the *Comprehensive Needs Assessment Toolkit* and the *Program Evaluation Toolkit*. Taken together, these three toolkits provide a guide for a Continuous Improvement Cycle of program planning, implementation, and evaluation aligned with the current needs and priorities of migratory children and families in the state. The purpose of this *Toolkit* is to provide you, as the Migrant Education Program (MEP) State Director, with information, guidance, and resources for developing an effective SDP. This *Toolkit* presents information pertaining to relevant federal legislation and guidance as well as information and specific suggestions to help with the development, use, and dissemination of an SDP.

In accordance with the MEP Non-Regulatory Guidance (guidance), this *Toolkit* is designed to support a collaborative planning process informed directly by the Comprehensive Needs Assessment (CNA) and can serve as a blueprint for State Directors to plan, implement, and improve services for migratory children, according to their unique needs as identified by the statewide CNA. State MEPs vary widely in size, structure, and children served. This *Toolkit* offers suggestions and recommendations to help State Directors, including those in small states or states with summer-only programs, create a plan that improves the state's efforts in working with migratory children and families. In addition, this *Toolkit* provides suggestions for ways to ensure that local projects receive assistance with and are held accountable for implementing the SDP.

Next >

CONTINUOUS IMPROVEMENT



WHAT IS THE EVALUATION?

A systematic method for collecting, analyzing, and using information to answer questions about your MEP.

A useful evaluation is one that generates reliable information about the quality of program implementation and the results that have been accomplished through MEP program activities. Using this information, state and local education agencies can revise or re-design program plans as needed to improve results and help more migratory students achieve success.

GENERAL EVALUATION REQUIREMENTS

Implementation

An evaluation that examines program implementation is typically conducted while a program is in operation to provide information on how the program may be improved.

- (1) Was the project implemented as described in the approved project application? If not, what changes were made? (2) What worked in the implementation? (3) What problems did the project encounter? and (4) What improvements can be made?

Program results

An evaluation that examines program results is conducted for the purpose of making a judgment regarding the merit or worth of a program or some aspect of a program.

- For purposes of the MEP, an evaluation that examines program results must compare the program or project's actual performance to: (1) the measurable outcomes established by the MEP, and (2) the State's performance targets, particularly for those students who have priority for services.

WHEN THINKING ABOUT FIDELITY

- Are the intended services being delivered to migratory children as planned?
- Are administrative and service objectives being met?
- Once beginning services, did enough migratory children complete the service?
- Are migratory children satisfied with the services provided?
- Are migratory children doing well in the ways intended after receiving services?
- Are administrative, organizational, and personnel functions managed well?

EVALUATION

Written Evaluation Report Steps:

- Planning the Evaluation
- Collecting Evaluation Data
- Analyzing and Interpreting Data
- Communicating Findings
- Using the Evaluation Findings

THE WRITTEN EVALUATION REPORT

- The purpose and program description
- Landscape of the demographics
- Evaluation questions
- Methodology
 - Description of your sample
 - Procedure (CNA results overview?)
 - What data are being collected?
 - Tools/Data Sources (Can be housed in an Appendix)
 - How are data being collected?
- Data Analysis/Results
 - Implementation Evaluation
 - Results
- Conclusion
- Implications for making decisions about the program (Guidance, Chapter VIII, D2)
- Appendix

MEP WRITTEN EVALUATION REPORT EXEMPLARS

State Education Agencies (SEAs) are required to determine the effectiveness of their Migrant Education Programs (MEPs) in a written evaluation report. In this section, users will find exemplars of five criteria that are required in a written evaluation report, including annual measurable objective (AMO) results, measurable program outcome (MPO) results, disaggregated performance results, implementation results, and recommendations.

All of the MEP written evaluation reports below are acceptable reports, but OME has identified between one and four written evaluation reports as exemplars for each of the following requirements:

AMO Results	+
MPO Results	+
Disaggregated Results for AMOs and MPOs	-
 Georgia MEP Evaluation Report	
 Oregon MEP Evaluation Report	
Implementation Results	-
 Iowa MEP Evaluation Report	
 Michigan MEP Evaluation Report	
Recommendations	-
 Indiana MEP Evaluation Report	
 New Jersey MEP Evaluation Report	

OTHER RESOURCES: WEBINARS



WEBINARS & MEETINGS

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WEBINARS

The Migrant Education Program provides webinars on achieving success as well as webinars on curriculum and toolkits. Check back for additional archived webinars.

RECENTLY COMPLETED WEBINARS

[Child Eligibility](#)



[Comprehensive Needs Assessment and Service Delivery Plan](#)



[Consolidated State Performance Reports \(CSPR\)](#)



[Migrant Student Information Exchange \(MSIX\)](#)



[Program Evaluation](#)



[State Administration](#)



Upcoming Webinars



No webinars are scheduled at this time.

OTHER RESOURCES

- Legislation and policy documents
- MEP Policy Q & As
- New Director's Orientation Materials
- Identification and Recruitment Manuals and Trainings
- Coordination Resources
- Resource Library
- State and Regional Contact information

THANK YOU!

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