

Ohio Migrant Education Program Service Delivery Plan 2019



PRODUCED BY C H SMITH & ASSOCIATES, LLC



Table of Contents

Executive Summary	1
Introduction	2
LEGISLATIVE MANDATE	2
DESCRIPTION OF OHIO'S MIGRANT EDUCATION PROGRAM	3
DESCRIPTION OF THE PLANNING PROCESS	8
BUILDING ON THE COMPREHENSIVE NEEDS ASSESSMENT	10
General Framework — Plan Alignment	11
PROGRAM GOALS AND PERFORMANCE TARGETS	11
NEEDS ASSESSMENT	12
SERVICE DELIVERY STRATEGIES	13
MEASURABLE PROGRAM OUTCOMES	14
Ohio MEP SDP/CNA/Evaluation Alignment Charts	15
GOAL AREAS #1 AND #2: ENGLISH LANGUAGE ARTS AND MATH	15
GOAL AREA #3: ENGLISH LEARNERS	20
GOAL AREA #4: HEALTH AND SOCIAL NEEDS	22
GOAL AREA #5: HIGH SCHOOL STUDENTS	24
GOAL AREA #6: OUT-OF-SCHOOL YOUTH	28
GOAL AREA #7: SCHOOL READINESS	30
Project Plan	32
Priority for Service Students	40
DOCUMENTING PRIORITY FOR SERVICE	40
Identification and Recruitment Plan	41
MISSION STATEMENT	41
MEASURABLE OBJECTIVES	41
STRATEGIES/ACTIVITIES	41
INTERSTATE/INTRASTATE IDENTIFICATION AND RECRUITMENT COORDINATION	42
IDENTIFICATION AND RECRUITMENT EVALUATION	42
STATE RESOURCES	43
REGIONAL IDENTIFICATION AND RECRUITMENT PLAN	44
Parent Involvement Plan	45
PARENT VOICE AND ENGAGEMENT	45
PARENT INVOLVEMENT IN STUDENTS' LEARNING	45
Exchange of Student Records	47
MEP RECORDS TRANSFER REQUIREMENTS	47
COORDINATION AND EXCHANGE OF STUDENT RECORDS	47

OHIO TRANSFER RECORDS POLICIES & PROCEDURES MANUAL 48

Evaluation Plan 49

 EVALUATION STATUTES, REGULATIONS & NON-REGULATORY GUIDANCE..... 49

 COMPONENTS OF THE MEP STATEWIDE EVALUATION..... 49

 EVALUATION DATA COLLECTION PLAN..... 51

 DATA ANALYSIS 53

 INTERPRETING AND USING EVALUATION RESULTS 54

Monitoring and Accountability in Local Programs 55

 COMMUNICATION REGARDING SERVICE DELIVERY PLAN 55

 TECHNICAL ASSISTANCE 55

 MONITORING PROCESS 56

Looking Forward 57

 SHARING THE SERVICE DELIVERY PLAN..... 57

 UPCOMING CONTINUOUS IMPROVEMENT CYCLE..... 57

Executive Summary

The 2019 Ohio Migrant Education Program Service Delivery Plan outlines the approach for addressing the unique educational needs of Ohio's migratory children as identified in the October 2018 Ohio Migrant Education Program Comprehensive Needs Assessment. Based on the concerns and needs statements of the comprehensive needs assessment, the following strategies will be deployed:

- Strategy 1-2.1: Provide migrant students with effective supplemental instructional services to increase achievement in reading language arts and math.
- Strategy 1-2.2: Facilitate data collection and communication among instructors and schools to enhance academic continuity.
- Strategy 3.1: Provide language acquisitions supports for academic reading and writing.
- Strategy 4.1: Connect migrant students to the resources to meet their physical and mental health needs.
- Strategy 5.1: Have high school students participate in robust options to accrue and recover credit and increase academic competencies.
- Strategy 5.2: Provide intense services for high school students to meet or exceed high school learning standards, including Algebra 1.
- Strategy 5.3: Offer academic guidance and advising support to high school students to increase engagement in instructional services, graduation and transition to postsecondary opportunities.
- Strategy 6.1: Grow out-of-school youth's educational competencies through career-tech strategies and educational supports based on the youths' interests.
- Strategy 7.1: Provide high-quality instructional support services for early learning.

Each of these strategies has a set of required, strongly encouraged, or optional activities that will be executed collaboratively by the Ohio Department of Education, the Ohio Migrant Education Center and five local education agency subgrantees — Marlington Local School District, Old Fort Local School District, Putnam Educational Service Center, Tecumseh Local School District and Willard City School District. These activities typically will be delivered through structured summer sessions, in-home engagement through the Improving Migrant Academic Gains Educationally (IMAGE) program, or via supplemental programming during part of the school year. This service delivery plan contains a project plan to organize the tasks and timelines for deploying the strategies. It also includes key complementary components to the direct services to children including the plans for Identification & Recruitment; the Priority for Service process; parent involvement; exchange of student records; and monitoring and accountability.

The Ohio Migrant Education Program will have robust evaluation as part of the continuous improvement cycle, and the related evaluation plan is incorporated in the service delivery plan. A major component of the evaluation approach will be to track progress toward the desired results for the performance period, specifically known as the measurable program outcomes listed below.

- Measurable Program Outcome 1-2.1: The percent of students who receive MEP instruction and score proficient or better on Ohio's State Test for English Language Arts or Ohio's State Tests for Mathematics will increase three percentage points to 36 percent and 39 percent respectively by the end of Performance Period (PP) 2020.
- Measurable Program Outcome 1-2.2: By the end of PP20, 80 percent of students receiving MEP reading language arts or math instruction for at least 20 sessions in the building program or 10 contact

hours of IMAGE will show expected or above expected improvement according to assessments related to the intervention.

- Measurable Program Outcome 3.1: Within PP20, migrant English learners students who have received at least 20 days of MEP services for language acquisition perform better than students who have not yet had 20 days of service on English language assessments.
- Measurable Program Outcome 4.1: At least 80 percent of migrant students attending the summer MEP on the day of their scheduled health fairs will receive health screenings and are directed to support services to address their needs.
- Measurable Program Outcome 5.1: At least 80 percent of MEP high school students identified as being off track for credits are receiving MEP services to recover credits by the end of PP20.
- Measurable Program Outcome 5.2: The percentage of MEP students entering 11th grade with a full credit of Algebra I should increase by 5 percentage points by the end of PP20.
- Measurable Program Outcome 5.3: Eighty percent of MEP school participants in grades 10-12 will receive guidance services or exploration activities related to postsecondary opportunities by the end of PP20.
- Measurable Program Outcome 6.1: At Least 80 percent of out-of-school youth participating in the summer MEP should have instructional support services offered to them related to their academic needs or career interests by the end of PP20.
- Measurable Program Outcome 7.1: The percentage of migrant children ages 3 to 5 participating in the summer MEP will increase by five percentage points by the end of PP20.

The service delivery plan is the guiding force for the Ohio MEP. Starting in fall 2019, this version of the service delivery plan will be referenced in decision-making and program approvals.

Introduction

LEGISLATIVE MANDATE

As directed in Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended in 2015 with the Every Student Succeeds Act (ESSA), states must identify and address the unique educational needs of migratory children, including preschool migratory children and youth who dropped out of school. The October 2018 Ohio Migrant Education Program Comprehensive Needs Assessment identifies the unique educational needs of Ohio's migratory children, and this 2019 Ohio Migrant Education Program Service Delivery Plan outlines the approach for addressing those needs.

In accordance with Section 1306 of Title I, Part C, Ohio's service delivery plan:

- Integrates with other federal programs as appropriate;
- Gives migratory children an opportunity to meet the same challenging Ohio academic standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Includes the full range of services that are available for migratory children from local, state and federal educational programs;
- Is the product of joint planning among such local, state and federal programs, including programs under Part A, early childhood programs, and language instruction educational programs under Part A or Part B of Title III; and

- Provides for the integration of services available under this part, with services provided by such other programs.

The service delivery plan is anchored in the requirements of 34 Code of Federal Regulations 200.83. It contains performance targets, needs assessment, measurable program outcomes, service delivery strategies and an evaluation plan. The service delivery plan incorporates the perspective of parents of migrant children and sets expectations for the compliance of local educational agencies (LEAs) to the service delivery plan.

DESCRIPTION OF OHIO'S MIGRANT EDUCATION PROGRAM

Sixty-two Ohio local education agencies have industries with migratory work; see Table 1. The most prevalent migratory industry among districts is farming fruits and vegetables.

Table 1: Ohio migratory work and LEA Locations

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Amherst Exempted Village Schools	X										
Anthony Wayne Local Schools											X
Benton Carroll Salem Local Schools				X							
Bowling Green City Schools	X										
Celina City Schools								X			
Clyde Green Springs Exempted Village Schools	X										
Cory Rawson Local Schools	X										
Dayton City Schools					X						
Delphos City Schools	X										
Dover City Schools						X		X		X	
Eastwood Local Schools	X			X							
Edison Local Schools	X	X									
Elmwood Local Schools	X				X	X					
Evergreen Local Schools	X										
Fairborn City Schools		X									
Firelands Local School	X										
Fremont City Schools	X			X							
Genoa Area Local Schools	X										
Gibsonburg Exempted Village Schools	X										
Holgate Local Schools	X					X					
Huber Heights City Schools	X										
Lake Local Schools Stark Co	X										

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Lakota Local Schools	X										
Leipsic Local Schools	X					X					
Liberty Center Local Schools	X										
Lima City Schools	X						X				
Lorain City Schools		X									
Margaretta Local Schools	X										
Marlington Local Schools	X										
Miami East Local Schools	X				X						
Mississinawa Valley Local Schools	X										
Napoleon City Schools	X										
Northmont City Schools		X									
Northridge Local Schools	X										
Norwalk City Schools		X									
Old Fort Local Schools	X										
Ottawa Glandorf Local Schools	X			X							
Painesville City Schools		X									
Pandora Gilboa Local Schools	X										
Patrick Henry Local Schools	X			X							
Perrysburg Exempted Village Schools	X										
Pettisville Local School District											X
Pike Delta York Local Schools	X			X							X
Plymouth-Shiloh Local Schools	X				X						

LEA	Seasonal					Temporary					
	Farming Fruits/Veg	Nursery	Sod Farm	Cannery	Packing/Warehouse	Dairy Farm	Egg/Chicken Farm	Poultry Processing	Livestock	Meat Processing	Greenhouse
Port Clinton City Schools	X										
Sheffield-Sheffield Lake		X									
South Central Local Schools	X										
Springfield City Schools	X	X			X						
Springfield Local Schools (Lucas Co.)	X										
St. Henry Cons Local Schools					X						
Swanton Local Schools	X	X									X
Tecumseh Local Schools		X	X		X				X	X	
Tipp City Exempted Village Schools				X	X						
Upper Scioto Valley Local Schools						X					
Urbana City Schools	X				X						
Wapakoneta City Schools											X
Washington Local Schools	X										
Wauseon Exempted Village Schools	X										
West Clermont Local Schools	X										
Westerville City Schools											
Willard City Schools	X				X						
Woodmore Local Schools	X	X									

Source: Ohio Migrant Education Center

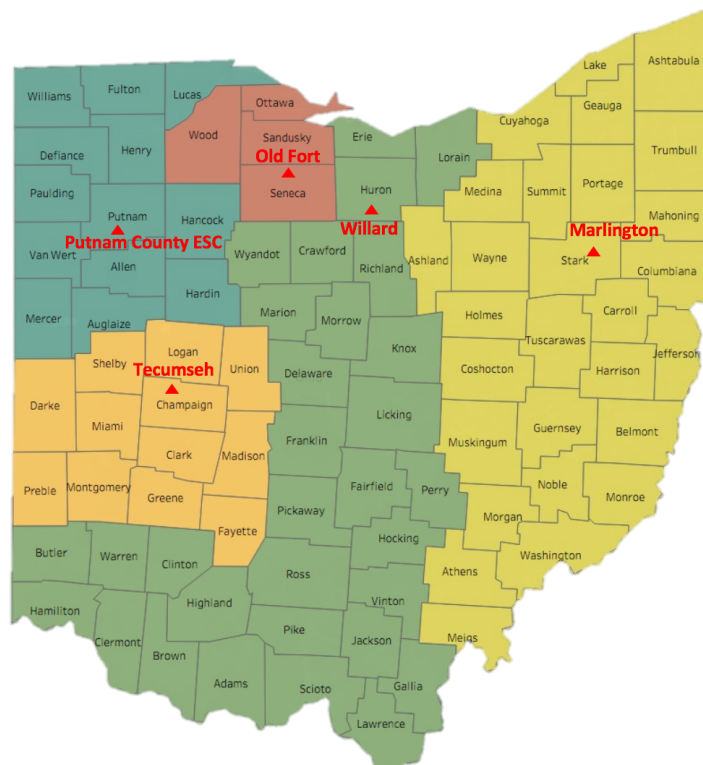
In Ohio, most migrant students and families arrive in June and July and often remain in the state as late as October, depending on the crop season and nature of work in the region. In some communities, like those with students attending Tecumseh Local Schools, families may arrive as early as January for work in nurseries and sod farms.

The greatest densities of migrant students are in the rural communities of Northwest Ohio, with other concentrated pockets of migrant students located in Northeastern and Central Ohio. Five LEAs (See Figure 1)

currently provide direct educational services to students and have designated territories to cover migrant students in the other LEAs across Ohio:

- Marlinton Local (IRN: 049882)
- Old Fort Local (IRN: 049726)
- Putnam County Educational Service Center (IRN: 049304)
- Tecumseh Local (IRN: 046243)
- Willard City (IRN: 045096)

Figure 1. Location of Migrant Education Program LEAs



The primary services delivered to students by the LEAs include:

- **Onsite Summer Programming:** Each LEA designs structured summer programming based on the needs of migratory students in their service area. Familiar examples of summer MEP services in Ohio include:
 - Early learning strategies for students 3-5 years old;
 - Academic instruction in English language arts and math, for students in grades K-12;
 - Blended learning course credit recovery opportunities for students in grades 7-12;
 - Mentoring and tutoring sessions from peers or volunteers;
 - Field and career-technical educational experiences;
 - Family nights with educational and informational components;
 - College visits and college preparatory activities;
 - Health fair coordination and follow-up services; and
 - Connections to appropriate community resources and social services.

- **Improving Migrant Academic Gains Educationally (IMAGE):** This initiative reaches migratory students who may be unable to attend the summer onsite MEP location due to distance or job responsibilities. IMAGE teachers coordinate the delivery of academic services in-home to work with each student for a minimum of 10 contact hours.
- **Supplemental Fall Programming:** Supplemental education services are provided to migrant students during the traditional school year, typically with the help of migrant-funded paraprofessionals. Students who remain in the area for the start of the new school year have access to academic resources to supplement and not supplant all applicable Title I, Title III, and IDEA-B funding streams. Most supplemental programming occurs in the Fall, but LEAs are offering more services during the end of the traditional school year based on early arrival patterns.

The Ohio Migrant Education Center (OMEC), operated by the Northwest Ohio Educational Service Center (NwoESC), supports the work of the LEAs. OMEC coordinates the identification and recruitment of migrant students; recommends some curricula; monitors implementation; collects and interprets the data; manages transfer of records; provides technical assistance and professional development; coordinates the Texas STAAR state assessment, and networks with complementary resources and organizations to serve the needs of migrant children and families.

DESCRIPTION OF THE PLANNING PROCESS

The service delivery planning process began in September 2018. The process engaged the Ohio Migrant Education Center, the LEAs and other stakeholders. The service delivery planning team (see Table 2), reviewed the proposed solutions from the comprehensive needs assessment and provided input on how the needs may be addressed in specific strategies for the service delivery plan. In addition, the attendees offered guidance on measuring the outcomes of the strategies to inform the measurable program outcomes.

Table 2: Service Delivery Planning Team

Name	Organization	Role
Gloria Altamirano*	Ohio Migrant Education Center	State Transfer Record Coordinator
Steve Anway	Old Fort Local School District	Superintendent
Laura Bucio	Tecumseh Local School District	ELL Teacher
Ray Draghi	Ohio Department of Education	Office of Improvement and Innovation
DeAnna Gehret	Tecumseh Local School District	Grant Coordinator
Michael Groholy	Marlington Local School District	Summer MEP Director
Malena Gutierrez*	Ohio Migrant Education Center	State Identification and Recruitment Coordinator
Rasha Hetata*	Ohio Department of Education Staff	State MEP Director; Office of Federal Programs
Joe Knoll	Marlington Local School District	Superintendent
Josefina Martinez	Ohio Migrant Education Center	Recruiter
Jan Osborn	Putnam County ESC	Summer MEP Director & ESC Superintendent
Mark Papenhausen*	META Solutions	Database Developer
Lonny Rivera	North Point ESC	Director of Innovation
Jeff Ritz	Willard City School District	Superintendent

Name	Organization	Role
Erica Salinas	Putnam County	Parent
José Salinas*	Ohio Migrant Education Center	Director
Jenni Smith	Willard City School District	Curriculum Coordinator
Kevin Sykes	Tecumseh Local School District	Title I Aide
Bonnie Weaver	Old Fort Local School District	Summer MEP Director
Susan Wile	Tecumseh Local School District	Summer MEP Director

*Serves on the executive committee also.

With assistance from consultants C H Smith & Associates, an executive committee consisting of the state director and Ohio Migrant Education Center staff, including the executive director, the state transfer record coordinator, the identification and recruitment coordinator, and database developer, created sections of the service delivery plan. In the process, the executive committee continued to reference the feedback from the original planning session, information from the Comprehensive Needs Assessment and data from previous program evaluations.

A mid-point draft of the service delivery plan with core sections on strategies, measurable program outcomes, the project plan and the evaluation plan were circulated to the service delivery plan planning committee for feedback in March 2019. Participants were encouraged to send feedback to be incorporated into a final draft for discussion on May 15, 2019. The final service delivery plan was approved by the planning committee during this meeting. A summary of the planning sessions is in Table 3.

Table 3: Service Delivery Plan planning sessions, 2018-2019

Dates	Format	Purpose and Tasks	Meeting Results
Sept. 25, 2018	In-person with full committee	Explain service delivery plan components. Review proposed solutions from comprehensive needs assessment for potential strategies. Discuss metrics and desired outcomes.	Draft strategies for upcoming service period. Guidance for selection of measurable program outcomes.
Jan. 10, 2019	Conference call with executive committee	Review draft of general framework alignment and measurable program outcomes.	Revisions for general framework alignment and strategies.
Feb. 14, 2019	Conference call with executive committee	Review draft of project plan, evaluation plan and parent involvement plan.	Revision draft of project plan, evaluation plan and parent involvement plan.
March 19, 2019	Conference call with executive committee	Review second draft of core content to share electronically with service delivery plan.	Comments to create a version of existing sections for review by service delivery plan committee.

Dates	Format	Purpose and Tasks	Meeting Results
April 2, 2019	Distribution to full committee	The strategies alignment chart and project plan sections were sent to the service delivery plan committee for review.	
April 26, 2019	Conference call with executive committee	Review complete draft of service delivery plan and review feedback received electronically from full-service delivery plan members.	Updates and corrections on the draft.
May 6, 2019	Distribution to service delivery plan committees, MEP directors, and superintendent	Full-service delivery plan sent for review by members.	Comments or questions were accepted.
May 15, 2019	In-person with full committee	Review service delivery plan from committee and seek approval.	Service delivery plan was vetted and finalized. Identify ways to communicate service delivery plan to the field.

BUILDING ON THE COMPREHENSIVE NEEDS ASSESSMENT

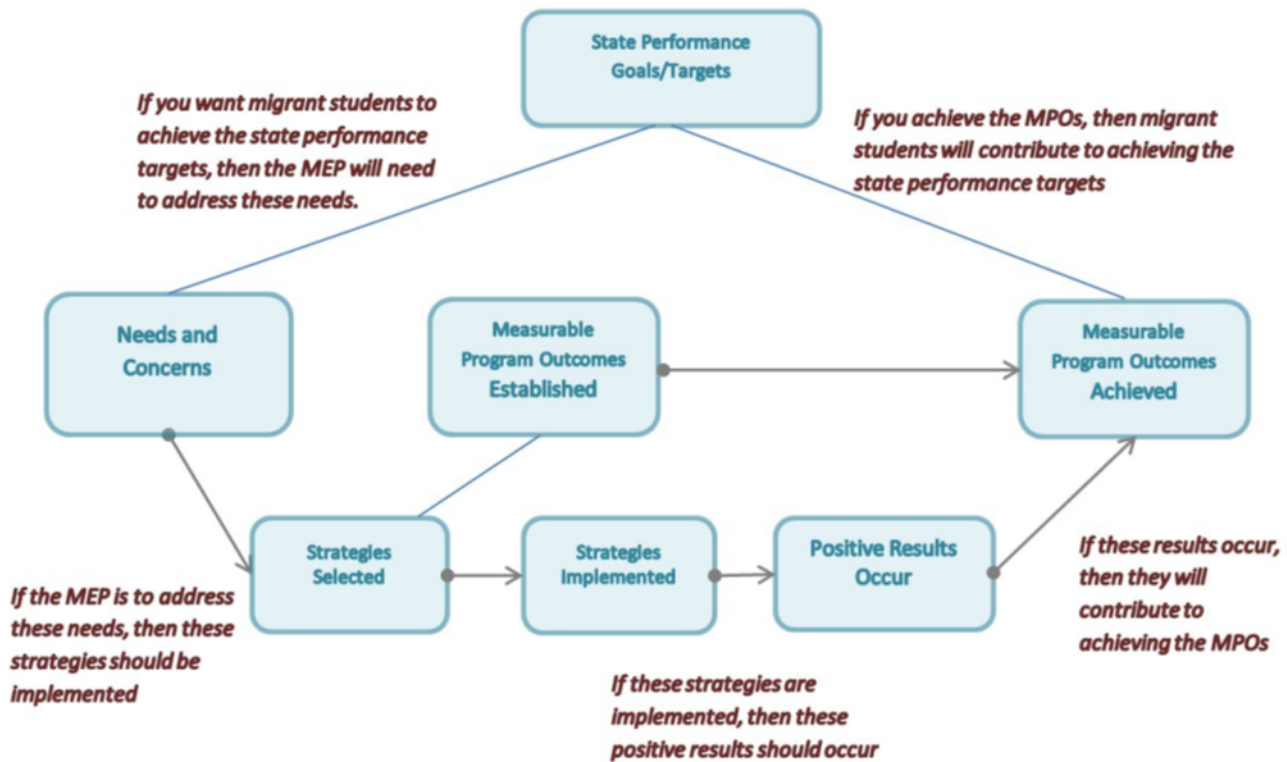
Twelve of the service delivery plan committee members also were part of the Comprehensive Needs Assessment committee. The needs assessment committee reflected on the current profile of students, past MEP performance, the U.S. Department of Education Office of Migrant Education's seven Areas of Concern, and the current context of operations.

Initial need indicators were identified, and data were gathered against the indicators during the needs assessment. This included academic performance data, health screening counts, parent survey results and other data points. The data from the needs indicators were matched with quantitative and qualitative data from past evaluations to create a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to help the needs assessment committee make decisions. Informed by a variety of resources, the needs assessment committee proposed solutions to consider for the service delivery plan. Those solutions have been shaped into strategies and activities in the service delivery plan. Measurable program outcome metrics for both implementation outcomes and student performance outcomes were proposed in the needs assessment and have been further refined to the current measurable program outcomes in this document.

General Framework — Plan Alignment

The Ohio Migrant Education Program is deliberate in aligning the components of the Office of Migrant Education’s continuous improvement cycle to each other and to the state’s performance targets. The state performance targets are the foundation of the work. The planning process for the service delivery plan has been guided by the Office of Migrant Education’s Service Delivery Plan Logic Model.

Figure 2: Migrant Education Program Service Delivery Plan Toolkit Logic Model (Office of Migrant Education, 2012) ¹



As illustrated, the service delivery planning started with a shared understanding of the performance targets and what we want migrant students to achieve. The process then delved into the needs and concerns identified in the comprehensive needs assessment. From the stated needs and concerns, strategies were selected, and we outlined the implementation plan and the measurable program outcomes for the chosen strategies. An evaluation plan was included in the service delivery plan to see if positive results occur and if the measurable program outcomes are achieved. We then expect to link the evaluation findings to progress on state performance targets at the end of the continuous improvement cycle.

PROGRAM GOALS AND PERFORMANCE TARGETS

The federal migrant program asks states to root programs in the ESSA performance targets either specifically designated for migrant students or for all students. Ohio does not have separate ESSA performance targets for migrant students. The Ohio ESSA performance targets² for all students by academic year 2025-2026 are:

- Eighty percent of all students will be at least proficient in English language arts achievement.

¹ Migrant Education Service Delivery Plan Toolkit: A tool for State Migrant Directors. U.S. Department of Education Office of Migrant Education. 2012. https://results-assets.s3.amazonaws.com/tools/sdp_toolkit/sdp-toolkit.pdf

² Appendix A to Ohio’s Consolidated State Plan, <http://education.ohio.gov/getattachment/Topics/Every-Student-Succeeds-Act-ESSA/ESSA-Appendix-A.pdf.aspx>

- Eighty percent of all students will be at least proficient in mathematics achievement.
- Seventy-five percent of all English learners will make annual progress³ toward English language proficiency.
- The four-year cohort high school graduation rate will be 93 percent for all students.
- The percentage of Ohio high school graduates meeting prepared for success standards is 93 percent.

To complement these targets, members of the needs assessment committee recommended that the MEP also reference the performance targets for economically disadvantaged students, as 100 percent of MEP students were in the category of economically disadvantaged. See Table 4 for the targets for all and economically disadvantaged students.

Table 4. 2025-2026 ESSA Goals of Selected Academic Domains for all Ohio Students and Economically Disadvantaged Students

2025-2026 Goals	All	Economic Disadvantaged
English Language Arts Proficient or Better	80.0%	69.7%
Math Proficient or Better	80.0%	71.2%
4-Year Graduation Rate	93.0%	85.7%
5-Year Graduation Rate	95.0%	87.1%
Prepared for Success*	93.0%	57.0%
English Language Proficient	--	--
Chronic Absenteeism*	5.0%	11.9%

NEEDS ASSESSMENT

Considering where the performance targets are and understanding the experiences of Ohio’s migrant students, the needs assessment committee stated the following concern statements, which have been incorporated into the service delivery plan goal areas. See Table .

Table 5: 2018 Concern statements and related Service Delivery Plan goal areas

2018 Concern Statement	Service Delivery Plan Goal Areas
1. We are concerned that migrant students lack continuity in their educational experience and do not receive sufficient instruction to achieve proficiency in reading/language arts due to their high mobility.	Goal Area 1 (combined with Goal Area 2 in the SDP)
2. We are concerned that migrant students lack continuity in their educational experience and do not receive sufficient instruction to achieve proficiency in mathematics due to their high mobility.	Goal Area 2 (combined with Goal Area 1 in the SDP)

³ Annual progress for English language learning is determined by the number of English learners who meet or exceed their annual improvement target. The annual improvement target is assigned to each student individually by using the student’s grade level when identified as an English learner and the summed score on the student’s initial OELPA assessment. For more information, reference the ELP Improvement Measure Technical Documentation, July 12, 2018. http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Gap-Closing-Component/ELP-Improvement-Measure_Technical-Documentation.PDF.aspx?lang=en-US

2018 Concern Statement	Service Delivery Plan Goal Areas
3. We are concerned that migrant students who are English learners may need additional help and instructional assistance in order to become proficient in English, and critical content areas.	Goal Area 3
4. We are concerned that other needs, such as health and social needs, may be affecting migrant children’s participation in school.	Goal Area 4
5. We are concerned that migrant high school students are not receiving sufficient instruction to accrue and recover credit for high school graduation and are not accessing robust services to prepare them for postsecondary success.	Goal Area 5
6. We are concerned that migrant out-of-school youth are not accessing educational and vocational services that would aide them in responsible citizenship and productive employment.	Goal Area 6
7. We are concerned that gaps may exist in access to early learning services for migrant children, up to 5 years of age, that may affect their readiness to enter school.	Goal Area 7
8. We are concerned that migrant students do not have stronger educational supports at home, including parents’ knowledge of MEP services; parents’ comfort in navigating the Ohio education system and its resources; access to learning materials, technology and Internet service; and guidance on balancing education and work priorities for high school students.	Incorporated in all goal areas and in Parent Involvement Plan

The needs assessment also looked at the current and desired outcomes for migrant students. A summary of the key data points related to the goal areas are recaptured in the service delivery plan. The gap between the current and desired state were articulated into need statements to guide the work and focus of the measurable program outcomes.

The concern statements, data summaries and needs statements from the comprehensive needs assessment are listed in the preface for each goal area. See the alignment section starting on page 20.

SERVICE DELIVERY STRATEGIES

The Service Delivery strategies are a product of the needs assessment process and further review in the service delivery planning process. For the service delivery plan, the comprehensive needs assessment’s proposed solutions were grouped into strategies and itemized into activities within the strategies. Within each goal area, one to three strategies were adopted. Within each strategy, there were several activities from which to choose. Those activities are designated with a delivery expectation of one of the following: *Required*, *Strongly Encouraged*, or *Optional*. The delivery expectations offer guidance to Ohio Migrant Education Center and the LEAs on the appropriate levels of consistent service across the state compared to local discretion based on student needs and available resources. Sites should utilize evidenced-based programs and instructional strategies to carry out these activities.

The MEP service delivery plan/comprehensive needs assessment/evaluation alignment charts for each domain detail how each of these elements are nested, starting on page 5. For the service delivery plan, the concern areas for English language arts and math were combined into one strategic area. The needs and recommendations concerning educational supports at home were both embedded in other areas and incorporated into the Parent Involvement Plan.

MEASURABLE PROGRAM OUTCOMES

At least one measurable program outcome was developed for each goal area, for a total of nine measurable program outcomes. In accordance with the Service Delivery Plan Toolkit,⁴ the measurable program outcomes define:

- Which migratory students will participate;
- What will happen in the strategy/intervention;
- What is expected to happen because of participation in the MEP; and
- In what time frame it is measured.

Measurable program outcomes were developed by looking at the needs statements and the evaluation questions of the constituent activities for each strategy. Potential measurable program outcomes were formed based on the availability of data, the relevance of the measure for illuminating the performance of the strategy, and the motivating ability of the measure for driving improvements to the MEP through the evaluation process. Measurable program outcomes may be measures of implementation or results outcomes.

Each measurable program outcome has a targeted improvement that is based on one of the following methods:

- Meeting or exceeding the rate of change of the state performance target for economically disadvantaged students. For instance, Ohio has a goal for the percentage of economically disadvantaged students who are proficient in English language arts to increase by roughly three percentage points annually over the next two years. Therefore, measurable program outcomes related to an increase in percent of MEP students proficient in state tests was set at three percentage points.
- Asserting the objective to meet expected development over time while allowing flexibility in the qualified assessment instruments. In these cases, 80 percent of the students in these programs are to meet or exceed expected progress between pre-program and post-program assessments, as established by reliable data regarding the assessment instrument.
- Expecting greater improvement of MEP students receiving a substantial intervention as compared to migrant peers who do not receive the same level of service.
- Setting a robust implementation target, which is at least 80 percent of students in the target population participating in the strategy.
- Anticipating year-over-year increase in a measure that is at least five percentage points higher than the previous year. This is particularly useful for metrics for which long-term targets have not been set.

⁴ <https://results.ed.gov/sdp-toolkit>