

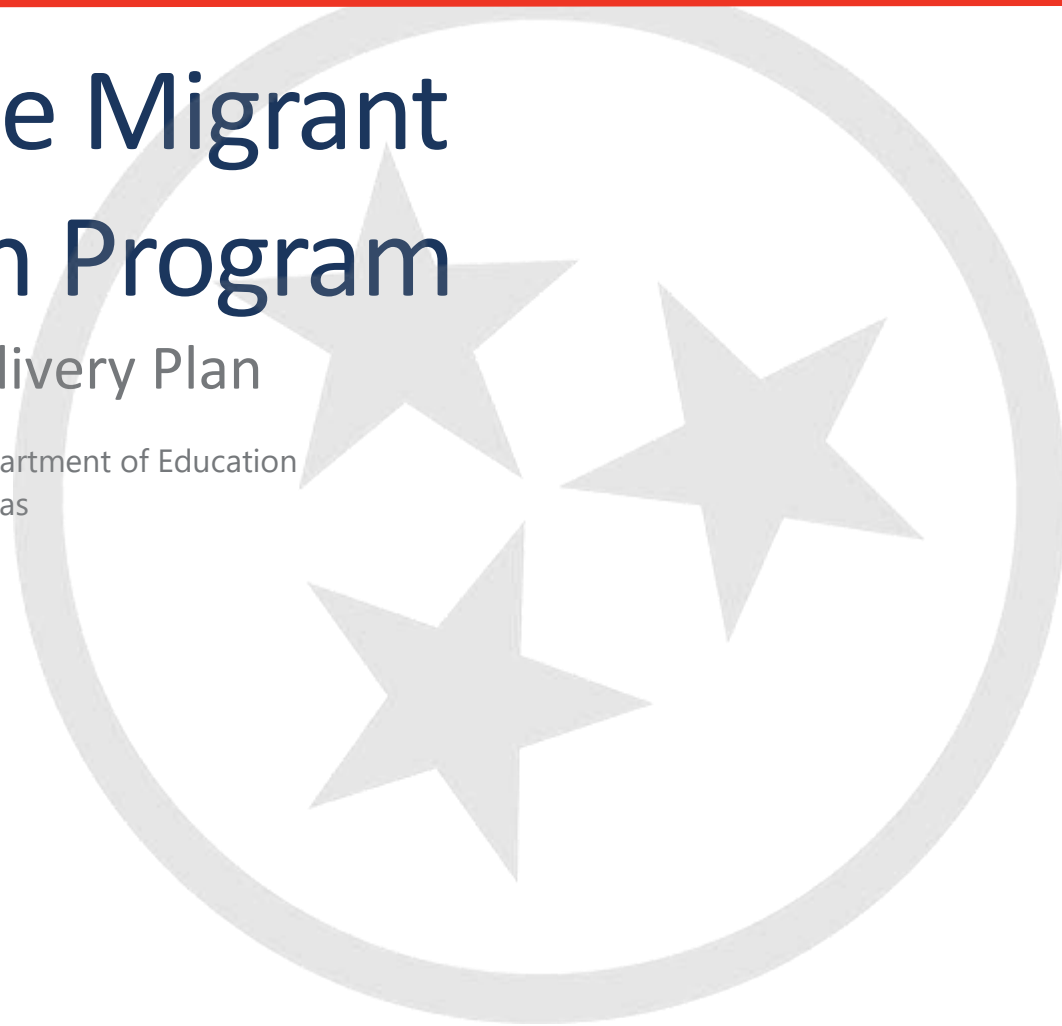


Tennessee Migrant Education Program

State Service Delivery Plan

Funded by the Tennessee Department of Education
Operated by Conexión Americas

August 2020



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Acronyms

BL	Balanced Literacy
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ESCORT	Eastern Stream Center on Resources and Training
ESEA	Elementary and Secondary Education Act
ESSA	Every Students Succeeds Act
ID&R	Identification and Recruitment
IRRC	Identification and Recruitment Rapid Response Consortium
LEA	Local Educational Agency
LOA	Local Operating Agency
MDE	Measurable Data Element
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSHS	Migrant and Seasonal Head Start
MSIX	Migrant Student Record Exchange
NAC	Needs Assessment Committee
NADSME	National Association of State Directors of Migrant Education
NCE	Normal Curve Equivalent
OME	Office of Migrant Education
OSY	Out-of-school Youth
PAC	Parent Advisory Council
PEM	Parent Engagement Meetings
PFS	Priority for Service
SDP	Service Delivery Plan
SEA	State Educational Agencies
SMART	Specific, Measurable, Attainable, Relevant, Time-Bound
TDOE	Tennessee Department of Education
TN MEP	Tennessee Migrant Education Program
TN	Tennessee

Acknowledgements

The creation of Tennessee’s Service Delivery Plan counted on the active and meaningful participation of many important stakeholders who are deeply invested in Tennessee’s Migrant Education Program, including members of the Tennessee Parent Advisory Council, the Service Delivery Planning Committee¹, migratory students, teachers and MEP staff. We are very grateful for their voluntary participation in this process.

Special thanks to MEP Regional Service Manager Stephanie Salazar; Statewide Identification & Recruitment Manager Justyn Settles, Data and Compliance Coordinator Elena Cruz; and Curriculum Development Manager Rachel Asres for their participation in the Management and Service Delivery Plan Committees. Within the Tennessee Department of Education, Director of English Learner and Migrant Programs, Jan Lanier, provided critical support and input throughout the process. This would also not have been possible without the active participation of Executive Director of Conexión Américas, Juliana Ospina Cano.

¹ A complete list of the Service Delivery Plan Committee members is included on page 11.

Executive Summary

The Tennessee Migrant Education Program (TN MEP) is a federally funded program authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) with the purpose of addressing the unique educational needs of migratory children so that they have full and appropriate opportunities to meet the same academic standards as all other children. TN MEP's State Service Delivery Plan (SDP) is mandated by ESEA § 200.83(b) and provides direction to the program around how it will meet state and federal program requirements and the needs of migratory children's unique populations such as those identified as priority for service, preschool-aged children, and those that have dropped out of school.

Tennessee's 2020 SDP is based on the findings of the state Comprehensive Needs Assessment (CNA). The development of Tennessee's Comprehensive Needs Assessment began in December 2018 and was finalized with the approval of the final CNA document in March 2020. As indicated by federal regulations (ESEA §§ 1304(b) (1) and 1306(a) and 34.C.F.R. 200.81-.89), the purpose of the Comprehensive Needs Assessment is to analyze data to identify the unique needs of Tennessee's migratory children and youth. The TN MEP worked with stakeholders in a participatory and collaborative process, which included analysis of Tennessee State test assessments (the TN Ready Scores), service reports collected from Tennessee's platform MIS2000 as well as surveys from over one hundred TN MEP participants and partners including parents/guardians, students, and Local Education Agencies (LEA) educators, to create the Tennessee Migrant Student Profile, identify needs, prioritize solutions and develop Measurable Program Outcomes (MPOs). As a result, four goal areas were prioritized: Literacy; Math; College and Career Readiness; and School Readiness.

The SDP was then created based on the prioritization that emerged as a result of the Comprehensive Needs Assessment. In this plan, five solution strategies are identified that address the corresponding needs statements of the CNA:

1. Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and summer camp services.
2. Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and summer camp services.
3. Provide culturally relevant supplemental services to middle and high school-aged students to develop skills around achieving their college and/or career goals, including support around college admission, financial aid, scholarship information, connection to leadership opportunities, and college visits.
4. Provide supplemental support to Out-of-School-Youth (OSY) through activities related to Goal-Setting, English Language Acquisition, and Financial Empowerment.
5. Deliver Kindergarten readiness support to migratory children ages P3–P5 with a special emphasis in Literacy, Math, and Social-Emotional skills.

In this document, the TN MEP SDP, **Section I, Introduction**, introduces the legislative mandate that provides the framework for the SDP and reviews how Tennessee is meeting federal requirements. It describes the structure of the TN MEP as well as the participatory planning process that led to the development of the CNA and SDP. **Section II, General Framework**, aligns the various components that connect the state performance goals and targets, which include needs assessments, service delivery strategies, and Measurable Program Outcomes (MPOs). An Evaluation and Monitoring Plan of the MPOs is outlined in **Section III. Section IV, Project Plan**, details the TN MEP's processes that guarantee compliance with federal requirements regarding Priority for Service (PFS) children, Identification and Recruitment (ID&R), Parental Involvement, and the Exchange of Student Records. **Section V, Implementation and Accountability**, describes how the Tennessee Department of Education (the department) supports and monitors local operating agencies (LOAs), ensuring the timely and successful implementation of the Service Delivery Plan. Finally, **Section VI, Looking Forward**, reviews how the SDP will be communicated and shared with stakeholders.

Section I: Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965 § 1306(1) (1). The Migrant Education Program is guided by:

- 1) ESEA, as reauthorized by the Every Student Succeeds Act (ESSA),
- 2) the Code of Federal Regulations, and
- 3) the Office of Migrant Education's Non-Regulatory Guidance.

ESSA § 200.83(b) requires that State educational agencies (SEAs) develop a State Service Delivery Plan (SDP) that must be designed and operated based on the program's current Comprehensive Needs Assessment (CNA). The SDP must be created in consultation with the state Parent Advisory Council. The Non-Regulatory Guidance indicates that the SDP may include information regarding Priority for Service (1304(d)), Parent Involvement, Identification and Recruitment, and Student Records. In addition to creating strategies to address the needs of Priority for Service (PFS) students, the SDP must also identify how the needs of preschool migratory children and children who have dropped out of school will be met (ESSA §§1304(b) (1) and 1304(c) (4)).

Tennessee's SDP aligns with the unique needs of Tennessee's migratory population as identified in the CNA completed in 2020 and meets the requirements of the specified regulations.

In compliance with the guidelines provided in the Non-Regulatory Guidance, the TN MEP Service Delivery Plan articulates a clear vision of:

- 1) the needs of Tennessee's migrant children;
- 2) the MEP's measurable outcomes and how they help achieve Tennessee's performance targets;
- 3) the services that TN MEP will provide on a statewide basis; and
- 4) an evaluation describing how to evaluate and to what degree the program is effective.

As indicated in the Non-Regulatory Guidance, Tennessee will update the State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Description of the Tennessee Migrant Education Program

In Tennessee, the Tennessee Department of Education contracts with a local operating agency (LOA) to manage the state migrant education program (MEP). Conexión Américas², a nonprofit organization, has held the contract since 2016. The LOA directly carries out statewide program responsibilities related to Identification & Recruitment, Support and Educational Services, Data Security and Management, and Programmatic Administrative Support.

The Migrant Education Program is administered through the Tennessee Department of Education as demonstrated by the flowchart below.

² Founded in 2002, Conexión Américas is a nonprofit organization based in Nashville, Tennessee with the mission to build a welcoming community and create opportunities where Latino families can belong, contribute and succeed.

Figure 1: Administration of the Tennessee Migrant Education Program by the Tennessee Department of Education

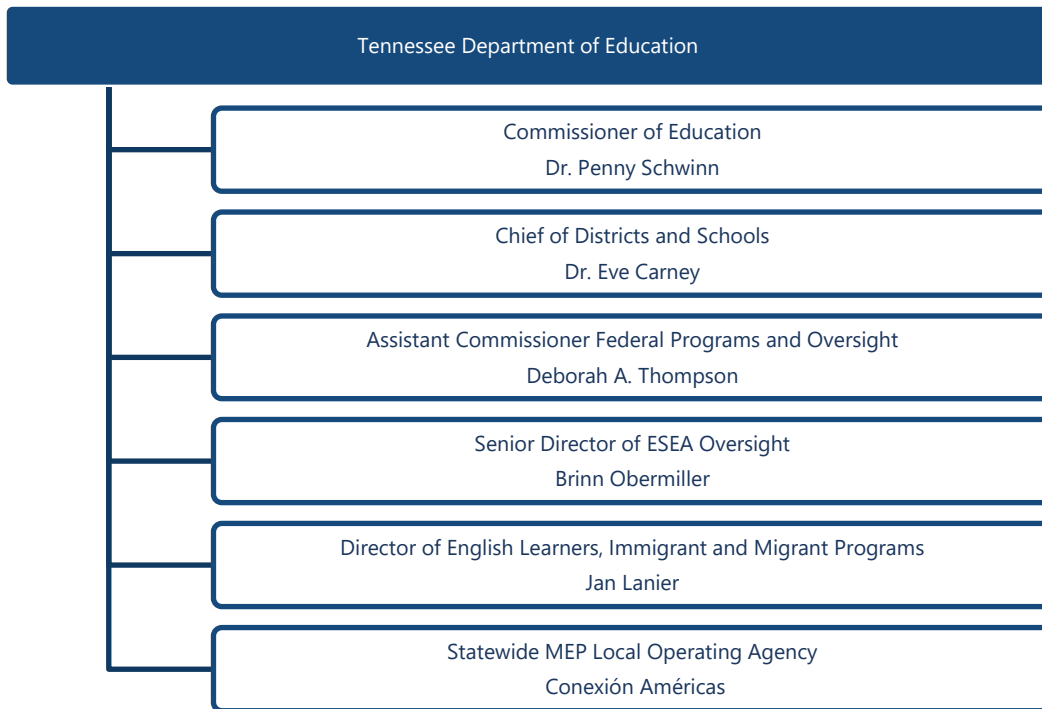
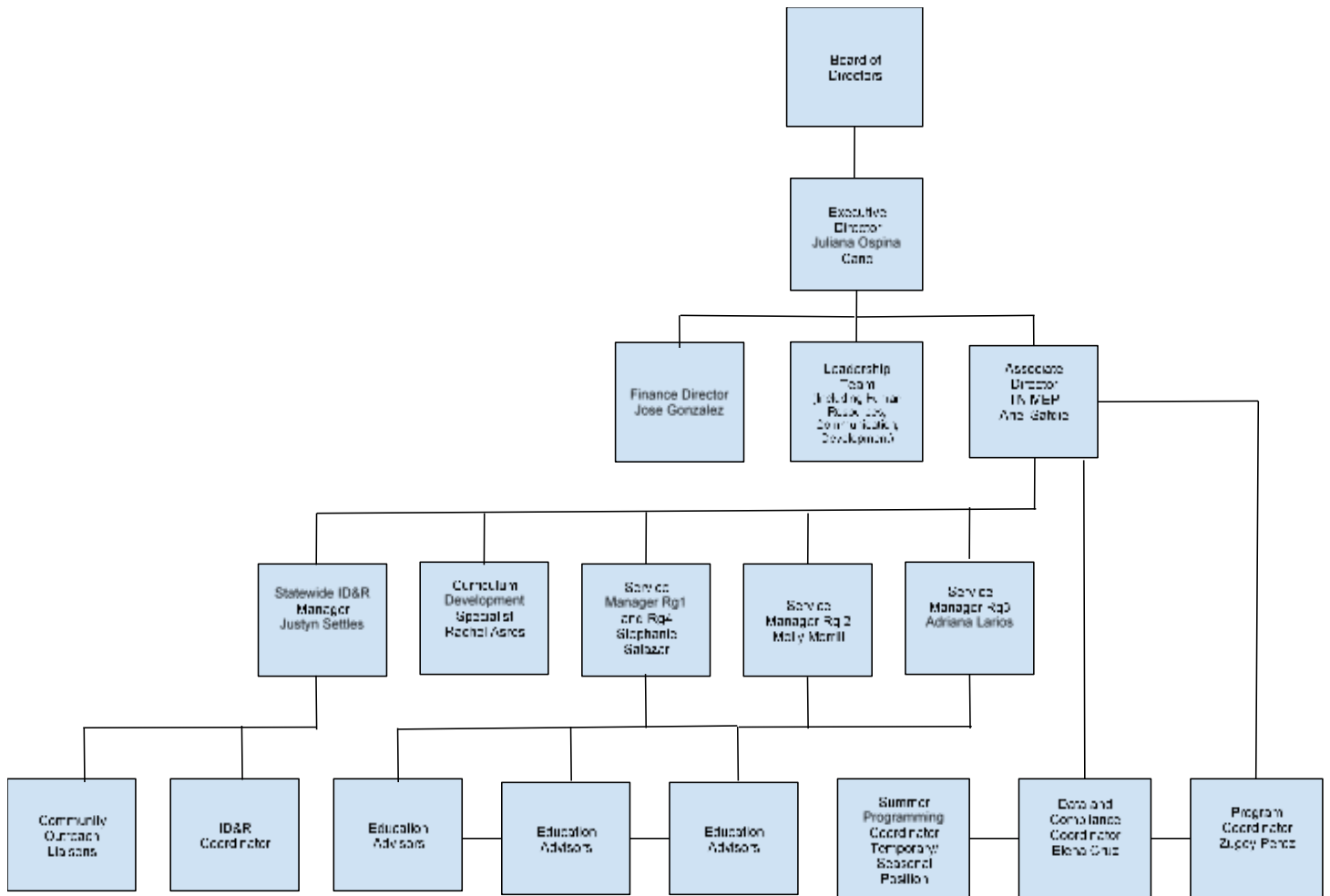


Figure 2: Administration of the Tennessee Migrant Education Program by Conexión Americas

**Date of flowchart: August 2020



As the LOA managing the operation of the MEP across the state, Conexión Americas organizes direct outreach and service efforts in four regions: West Tennessee, Middle Tennessee, Middle-East Tennessee, and East Tennessee. In the 2018–19 program year eligible migrant children were identified in 36 counties of Tennessee.

Figure 3: Tennessee MEP Regional Map



MEP staff work and live across the state in or close to areas where a high-density migrant population resides in order to reach migratory children and youth efficiently and effectively.

Description of the Planning Process

Timeline

The Tennessee Migrant Education Program used the Office of Migrant Education’s (OME) *Service Delivery Plan Toolkit*³ in order to guide the creation of the SDP. The creation of the SDP, which went hand in hand with the CNA, was a participatory process taking into account the voices of a diverse group of stakeholders that work and live in different areas of Tennessee and who interact with the program through different lenses—whether as a parent, a program participant, a staff member, or as representatives of the government, LEA, or non-profit-sector.

The TN Migrant Education Program was accompanied through key parts of the CNA by the consultant WestEd. WestEd, which has a long history of working in the education sector and deep knowledge of the Migrant Education Program’s rules and regulations, provided training on the most current requirements of the SDP to the TN Migrant Education Program Management Committee in May 2019.

Table 1: Service Delivery Plan Timeline

Timeline	Task
CNA process and SDP Pre-Planning and Planning May 2019–February 2020	TN MEP was trained by WestEd on how to conduct a CNA and SDP. SDP requirements were reviewed, and initial timelines and SDP Planning Team members were established. Shared an initial schedule of SDP meetings with SDP Planning Team members. Compiled Migrant Student Profile, CNA methods and CNA findings into a document.

³ <https://results.ed.gov/sdp-toolkit>

Timeline	Task
	Sought feedback on CNA from Management Committee. Final CNA document approved, March 2020.
Transition from CNA to SDP February 2020	Updated timeline for SDP Development. Confirmed the continued participation of SDP Planning Team members. Confirmed SDP meeting schedule and agendas. Reviewed system for documenting information. Collected feedback from the Parent Advisory Council. Convened SDP Meeting # 1 & 2. Documented implementation challenges and strategies for each solution strategy. Refined and selected the needs-based strategies to include in the SDP.
Develop an Evaluation Plan February 2020	Developed evaluation questions. Completed alignment charts for each prioritized need identified in the CNA.
Develop an Implementation and Monitoring Plan February–March 2020	Developed monitoring activities.
Compiled the SDP March⁴- July 2020	SDP outline approved. SDP documentation compiled in one document. Reviewed and updated strategies and plans around PFS and special populations, ID&R Plan, Exchange of Student Records, Parent Advisory Council (PAC). Gathered feedback from various stakeholders and revised SDP accordingly. Final SDP approved August 2020.

SDP Planning Committee and Management Committee

The SDP Planning Committee was created to open space for the voices of key stakeholders in the development of the SDP. SDP Planning Committee members represented different geographical areas of Tennessee as well as diverse groups of community partners and MEP participants, who together contributed their unique expertise and experiences to the creation of the SDP. The TN MEP invited the same stakeholders

⁴ It should be noted that the initial timeline for completing the SDP was adjusted in March 2020 to take into account the new context that arose due to the COVID-19 pandemic.

who participated in the Needs Assessment Committee (NAC)⁵ to continue as part of the SDP Planning Committee in order to provide continuity to the process.

Table 2: SDP Planning Committee Members

Personnel	Job Title/Organization
Jan Lanier	Tennessee Department of Education, Director of English Learner and Migrant Programs
Sharon Cate	Knoxville County Schools Migrant Liaison
Kelly Noser	Evaluation Consultant
Janine Al-Aseer	Innovation Project Manager, Great Schools Partnership
Raymundo Gonzalez	A former MEP student also participated on the committee.
Justyn Settles	TN MEP Statewide ID&R Manager
Stephanie Salazar	TN MEP Regional Service Manager
Elena Cruz	TN MEP Data and Compliance Coordinator
Ariel Safdie	TN MEP Associate Director
Rachel Asres	TN MEP Curriculum Development Manager

The SDP process was also guided by a Management team. This was the same Management team that led the CNA process. As guided by the Service Delivery Plan Toolkit, the Management team was responsible for planning and facilitating the SDP meetings, compiling information for meetings that was used in the SDP, writing and editing the SDP and communicating the SDP with stakeholders.

Table 3: SDP Management Team members

Personnel	Job Title/Organization
Jan Lanier	Tennessee Department of Education Director of English Learner and Migrant Programs
Juliana Ospina Cano	Executive Director, Conexión Américas
Kelly Noser	Evaluation Consultant
Justyn Settles	TN MEP Statewide ID&R Manager
Stephanie Salazar	TN MEP Regional Service Manager
Elena Cruz	TN MEP Data and Compliance Coordinator
Ariel Safdie	TN MEP Associate Director

SDP Planning Team Meetings

Two meetings were held with the SDP Planning Team to advance the Service Delivery Plan.

Table 4: SDP Planning Team Meetings

Date	Objective	Outcome
Feb. 7, 2020	Understand the CNA process and documentation.	Reviewed the activities and outputs from the CNA process and reviewed the SDP activities and outcomes.

⁵ The Needs Assessment Committee (NAC) was a group of stakeholders invited to contribute their expertise to the research and then creation of Tennessee’s Comprehensive Needs Assessment (CNA). The NAC is a participatory body recommended by OME’s CNA Toolkit.

Date	Objective	Outcome
	Review strategies proposed in the CNA. Develop MPOs for strategies. Identify implementation challenges and strategies to overcome them.	Final feedback collected around the prioritized strategies. Created draft MPOs for each strategy. List of implementation challenges and solutions created for each strategy.
Feb. 28, 2020	1. Review draft Evaluation and Monitoring plan. 2. Develop strategies for communicating the updated SDP.	Gave feedback on MPOs and evaluation questions. Created list of stakeholders who should receive finalized SDP and methods of communication.

In addition, meetings were held with the evaluation consultant, Dr. Kelly Noser, in order to develop the Evaluation & Monitoring Plan. Meetings were also held with the Tennessee Department of Education to review key milestones. An additional meeting was held with the Parent Advisory Council on Aug. 25, 2020 to receive final feedback on the SDP.

Framework

The TN MEP works within a three-pronged framework grounded in the findings of Tennessee’s Comprehensive Needs Assessment, responding to the unique needs of Tennessee’s migratory students. This framework also aligns with the priorities identified in the Tennessee Department of Education’s *Best for All* strategic plan. These focus areas, as named in the TN *Best for All* Strategic Plan, are:

- Academics
- Whole Child
- Educators

These three focus areas provide a cohesive framework for the solution strategies addressed in TN MEP’s SDP (Literacy, Math, College and Career Readiness and School Readiness) and allow a holistic approach to the services offered by the TN MEP. Keeping Academics, the Whole Child and Educators at the center of these five solution strategies allows the TN MEP to more effectively meet its MPOs and contribute to the achievement of the state’s performance targets.

Figure 4: Best for All Framework. Tennessee Department of Education ⁶



Academics

The strategies identified in Tennessee’s Service Delivery Plan offer supplemental academic services to migratory students that are high quality, evidenced based, and aligned with Tennessee State Academic Standards. This supplemental instructional support includes high quality materials, with a special investment in rich, culturally relevant literature and texts that contribute to the development of literacy skills in students.

Central to the program’s academic focus is the Migrant Education Program’s goal of ensuring 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. MEP’s college readiness solution strategy is aimed at directly promoting high school graduation, with a theory of change that if high school students set SMART goals for after high school around college or career choices, they are more likely to graduate from high school as an important step towards reaching those goals.

MEP also uses assessments as a key tool to better understand student progression in core subject areas. The quality of the instructional services we offer is enhanced by taking into account a student’s needs, regardless of where they live or what their circumstances. The TN MEP’s educators respond to students’ unique contexts and needs by offering supplemental instructional support in a variety of settings. Whenever partnerships with schools allow, the TN MEP serves students in-school or after-school. When in-school or after-school support are not possible, students are provided educational services in the home setting. Instructional support is provided to students individually, or in small or medium sized groups. This service is offered in the day, evenings and/or on weekends in order accommodate each family’s complex schedule.

⁶https://www.tn.gov/content/dam/tn/education/documents/2019_Best%20for%20All_TN%20Dept%20of%20Education%20Nov%202019.pdf

Whole Child

The MEP strategies identified in the SDP take a whole child approach when working with students by understanding and interacting with the multiple levels of a child's environment that shape their development, taking into account the child's cultural context and background. These levels include: the child, family, school community, and local community as identified in the table Circles of Interaction.

Figure 5: Circles of Interaction⁷



The child—Through a Lens of School Engagement: Across all SDP solution strategies the TN MEP aims to strengthen social-emotional skills and character development in migratory students. Agencies such as the World Health Organization have evidenced that the development of life skills can positively impact school engagement⁸. By strengthening skills such as decision-making, creative and critical thinking, communication, self-awareness, empathy, and coping with emotions and stress, students are better able to approach their goals, persevere through academic challenges and create positive social networks that will support their academic success. The positive impacts of developing social-emotional skills and the impact it can have on school engagement are well researched and documented. The TN MEP believes that the common thread of strengthening these skills throughout our programming can play an important role in achieving Tennessee's MPOs identified in the SDP. The TN MEP does this in the following ways:

⁷ Adapted from Zacarian & Silverstone (2015)

⁸ The Seven Areas of Concern identified by the Office of Migrant Education note that one of the seven main challenges faced by migratory students is school engagement. The report defines school engagement as behavioral, opportunities for participating including academic, social or extracurricular activities; emotional, interactions with peers and teachers; and cognitive, investment in learning.

- **Culturally competent programming:** As part of the process of strengthening migratory children and out-of-school youth's sense of identity and self-awareness, MEP has chosen curricula and lessons that are culturally relevant to participants. Literature is selected as part of supplemental instructional support with stories and characters that are relatable to students, both in life experience and in cultural background. Through this approach, the program seeks to respect and acknowledge the experiences and stories of participants, engage participants in a learning process through topics that are relevant to them, and support students in developing a sense of identity and pride in their own stories and strengths. In addition, the TN MEP seeks to train staff on culturally competent education techniques.
- **Social-emotional skills through literature:** The literature selected to be used in supplemental instructional support explores the development of social-emotional skills in its characters. The accompanying lesson, developed by the TN MEP, leads students to reflect on these skills in the lives of the characters and in their own life.
- **Warm-ups and Wrap-ups:** All lessons implemented by the TN MEP, regardless of the subject area, begin with a Warm-up and end with a Wrap-up. These two moments are intentional spaces in which educators can check-in with students outside the academic content being addressed by the lesson. Educators use didactic activities during this moment that allow students to express themselves, build trust and develop social-emotional skills.
- **Migrant Club:** Modeled around the experiences of other state Migrant Education Programs such as the Washington MEP, the TN MEP facilitates a Migrant Club in which high school students can explore topics outside the traditional school setting in order to connect with others who share similar experiences, develop self-awareness, promote personal growth, mental health, and student belonging.

The Family—Through a Lens of Family Empowerment: In addition to the Parent Advisory Council and Parent Engagement Program, addressed in Section IV of the SDP, the TN MEP provides support services to families when those services are related to the educational needs of the children and therefore contribute towards meeting the MPOs identified in the Service Delivery Plan. As such, the TN MEP supports migratory families in accessing support services related to health, nutrition, and social services.

When working with families to access the support services as they relate to their child's educational needs, the TN MEP adopts a comprehensive casework approach centered in family empowerment. The TN MEP supports migratory families in identifying their strengths, resilience and resources. In this way the TN MEP listens to a family's needs, recognizes the families we serve as the experts in their own lives and helps families develop tools and skills that will lead them to feel confident in advocating on behalf of themselves and their children. The TN MEP works to support families by honoring families' cultural experiences and practices while orienting them to the cultures and practices of the schools and wider communities in which they live in TN.

Local Community: An integral part of the successful implementation of the TN MEP's solution strategies is the strengthening of networks between the TN MEP and other partners such as schools, government agencies, non-profit organizations and local businesses, to name a few. These alliances and collaborations are essential in order to work efficiently, save monetary and human resources and to have a reliable resource bank to which migratory families may be referred in order to receive support services. Additionally, cross program planning and coordination with other local agencies allows the TN MEP to tap into different resources depending on the location and needs of migrant families.

Educators

A common thread through each solution strategy are the alliances built with the local school districts, schools and school personnel such as teachers, principals and Tennessee district Migrant Liaisons. The TN MEP builds relationships between the program and school districts in order to look for opportunities to collaborate, raise

awareness within the school system around the needs of migratory students, identify new students and ensure that migratory students' very special needs are met.

The TN MEP implements the following strategies to incorporate this framework:

- The TN MEP disseminates a newsletter to all Tennessee school districts' Migrant Liaisons in order to share critical information around the program.
- The TN MEP offers free virtual trainings to Tennessee school districts' Migrant Liaisons in order to review key federal MEP guidelines as well as strategies and action items related to Tennessee's SDP.
- The TN MEP collaborates directly with principals, English-Language teachers, guidance counselors and the teachers of the program's migratory students in order to expand awareness of the needs of migrant students and help work with others to meet those needs.

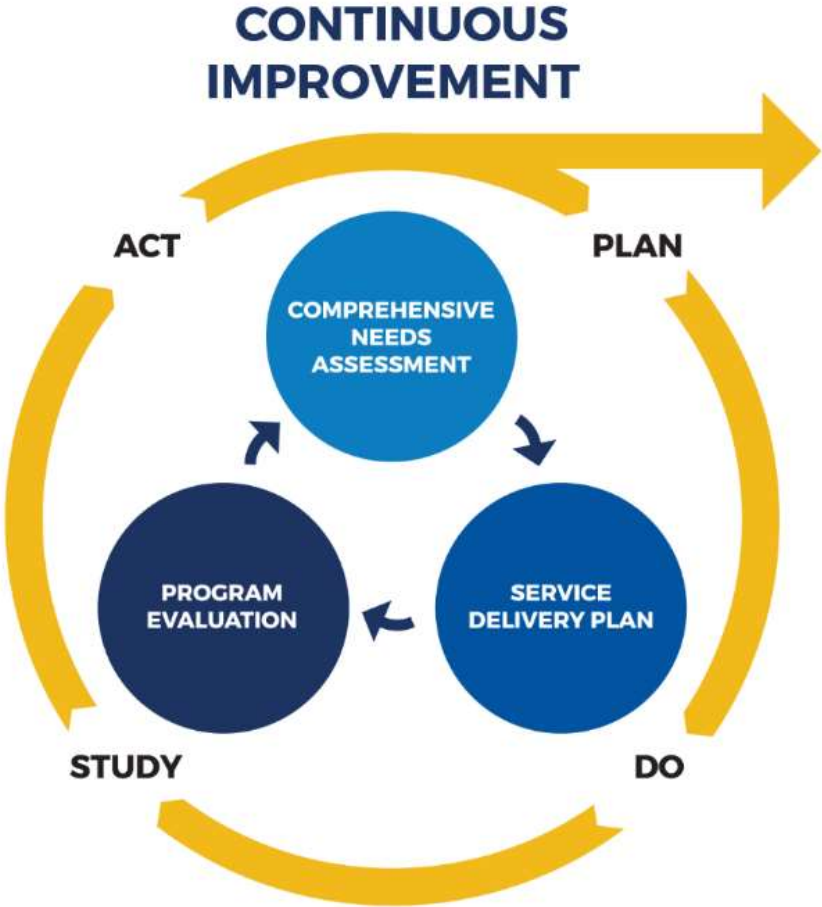
Section II: General Framework- Service Delivery Plan Alignment Chart

The Comprehensive Needs Assessment

As specified by federal regulations, the State Service Delivery Plan is based on Tennessee’s Comprehensive Needs Assessment (CNA). The CNA is a critical part of the cycle of continuous improvement that is to be completed by the Migrant Education Program. The TN MEP began the CNA update in December 2018. This process opened space for the program to listen to migratory families and students about their priorities and critical needs, and through that process take those voices into account in the creation of Tennessee’s SDP.

As indicated by the Office of Migrant Education’s *Comprehensive Needs Assessment Toolkit*⁹, Tennessee’s CNA process (December 2018–February 2020) followed five steps: conduct preliminary work, explore what is, gather and analyze data, make decisions and transition to SDP Development.

Figure 6: Office of Migrant Education Continuous Cycle of Improvement



⁹ <https://results.ed.gov/cna-toolkit>

As a result, the following components were developed with the participation of stakeholders, including the Needs Assessment Committee, the Parent Advisory Council, as well as through data collected from surveys with MEP participants, educators and staff:

- Migrant Student Profile
- Needs Statements
- Solution Strategies

Some of the key data identified through Tennessee's Migrant Student Profile that have informed the SDP are as follows:

- In 2018–19, the Tennessee Migrant Education Program identified 1,574 eligible migratory children. This is an 11.7percent increase from 2017–18, and a 37 percent increase from 2016–17.
- In 2017–18, one-third of the state's MEP students were classified as Out-of-School Youth (OSY). The second largest group of eligible migratory children in 2017–18 was elementary school aged (K–5).
- In 2017–18, 64 percent of MEP students were male.
- During the 2017–18 performance period, the majority of Tennessee's eligible migratory children and youth were born in the United States (69 percent). This was followed by students born in Mexico (24 percent) and Guatemala (6 percent).
- MEP students eligible during the 2017–18 performance period were most likely to have moved to a location in Tennessee from outside of the United States or from Florida. The MEP students who moved to Tennessee from outside of the United States. were most likely to have moved from Mexico.
- Picking tomatoes was the most common qualifying work for MEP students in 2017–18.
- Across all grade groups, Migratory Students were much less likely than All Students to score as "On Track" or "Mastered," on the 2017 TN Ready ELA and HS English Assessments.
- Across all grade groups, Migratory Students were much less likely than All Students to score as "On Track" or "Mastered" on the 2017 TN Ready Math and HS Math Assessments.

The following section of this report, **Alignment Chart with MPO's, Strategies and Evaluation Questions**, is based on the process and findings of the TN MEP's CNA.

Alignment Chart with MPO's, Strategies, and Evaluation Questions

Goal Area 1: Literacy

Literacy Needs Identified

Concern	Data Source	Data Summary/Need Statement
We are concerned migratory students in Tennessee have lower literacy skills than non-migratory students.	TN Ready Scores, Tennessee Department of Education 2017–18	Data summary: 8% of migratory students across all grades scored On Track or Mastered on the ELA TN Ready and HS English, versus 35% of All students. Needs statement: The gap between the percentage of migratory children across all grades that perform on track or mastered on ELA TN Ready or HS English, and that of non-migratory students is narrowed.

Literacy Service Delivery Strategy, MPOs and Evaluation Strategies

Strategies	Measurable Program Outcomes	Evaluation Questions
<p>Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction and through summer camp services.</p>	<p>By Aug. 31, 2021, 70% of the P1 students in grades K–12 who received at least 7 hours of literacy instruction will advance 1 proficiency level on a local assessment.</p>	<p>Results Evaluation Questions:</p> <ul style="list-style-type: none"> • Did the P1 students in grades K–12 who received at least 7 hours of supplemental literacy instruction during the regular school year advance at least 1 proficiency level, as measured by San Diego Quick and Running Records? • Did the P1 students in grades K–12 who received at least 7 hours of supplemental literacy instruction during summer camp advance at least 1 proficiency level, as measured by San Diego Quick and Running Records? <p>Implementation Evaluation Questions:</p> <ul style="list-style-type: none"> • Implementation. How many P1 students in grades K–12 received at least 7 hours of supplemental literacy instruction through in-home tutoring services, in-school supports, and Summer Camp provided by MEP staff? • Was literacy instruction implemented with fidelity to the Balanced Literacy approach? • Did the MEP staff who received professional development on Balanced Literacy rate the training as impactful? • What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Balanced Literacy approach to support literacy development?

Goal Area 2: Math

Math, Needs Identified

Concern	Data Source	Data Summary/Need Statement
We are concerned migratory students in Tennessee perform lower than non-migratory students in math.	TN Ready Scores, Tennessee Department of Education 2017–18	<p>Data summary: 16.20% of Tennessee migratory students across all ages scored on track or mastered on the Math TN Ready assessment, in comparison to 33.46% of all students in Tennessee.</p> <p>Needs Statement: The gap between the percentage of migratory children across all grades who perform on track or mastered on Math TN Ready, and that of non-migratory students is narrowed.</p>

Math, Service Delivery Strategies, MPOs and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOS)	Evaluation Questions
<p>Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and through summer camp services.</p>	<p>By Aug. 31, 2021, 70% of the P1 students in grades 3–8 who received at least 7 hours of math instruction will advance 3 NCEs on a local assessment.</p>	<p>Results Evaluation Question:</p> <ul style="list-style-type: none"> • Did the P1 students in grades 3–8 who received at least 7 hours of supplemental math instruction during the regular school year advance at least 3 NCEs on the EasyCBM in at least 1 measurement strand? <p>Implementation Evaluation Question:</p> <ul style="list-style-type: none"> • How many P1 students in grades 3–8 received at least 7 hours of supplemental math instruction through in-home tutoring services, in-school supports, and Summer Camp provided by MEP staff? • Was math instruction implemented with fidelity to the Math Matters approach? • Did the MEP staff who received professional development on Math Matters rate the training as impactful? • What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Math Matters approach to support math development?

Goal Area 3: College and Career Readiness

College and Career Readiness, Needs Identified

Concern	Data Source	Data Summary/Need Statement
<p>We are concerned migratory students do not feel prepared to pursue post-secondary opportunities.</p>	<p>Migratory Student Survey, Comprehensive Needs Assessment, TN MEP (2019)</p>	<p>Data summary: 5% of migratory in-school youth indicate they know how to apply to college and to receive financial aid.</p> <p>Needs Statement: An additional 65% of migratory youth will gain understanding of the college-going process, including test-taking, college applications, and an increased awareness of the financial aid process.</p>
<p>We are concerned that the basic educational needs of OSY, including children who drop out, are not met because of very high mobility, low education levels and low levels of language acquisition.</p>	<p>Out of School Youth Survey, Comprehensive Needs Assessment, TN MEP (2019)</p>	<p>Data Summary: The 67% of OSY surveyed indicated that they spoke little to no English. OSY indicated that they have personal goals of being able to financially support a family, learn English, do a job they enjoy, and buy a house. Needs Statement: The percentage of OSY that receive MEP services related to life skills and language acquisition should increase.</p>

College and Career Readiness Service Delivery Strategies, MPOs and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOS)	Evaluation Questions
<p>Provide culturally relevant supplemental services to middle and high school-aged students to develop skills around achieving their college and/or career goals through support around college admission, financial aid, scholarship information, connection to leadership opportunities, and college visits.</p>	<p>By Aug. 31, 2021, 80% of migratory students in grades 9–12 who participated in college readiness instruction responding to the MEP college-readiness survey will report that they have the skills and knowledge they need to apply to college.</p>	<p>Results Evaluation Questions:</p> <ul style="list-style-type: none"> • How many migratory students in grades 9–12 who participated in college readiness instruction during the school year report that they have the skills and knowledge they need to apply to college (e.g. college/career goals, college admission & financial aid process)? • How many migratory students in grades 9–12 who participated in college readiness instruction during the Summer Leadership Institute report that they have the skills and knowledge they need to apply to college (e.g. college/career goals, college admission & financial aid process)? <p>Implementation Evaluation Questions:</p> <ul style="list-style-type: none"> • How many hours of college readiness instruction did migratory students in grades 9–12 receive? • How many migratory students in grades 9–12 participated in college readiness instruction via the Leadership Institute during the summer months? • Was college readiness instruction implemented with fidelity to the Escalera curriculum? • Did the MEP staff who received professional development on Escalera rate the training as impactful? • What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Escalera approach to support college & career readiness development?

College and Career Readiness Service Delivery Strategies, MPOs and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOS)	Evaluation Questions
<p>Provide support to OSY through activities related to Goal setting, English Language Acquisition, and Financial Empowerment.</p>	<p>By August 31, 2021, there will be a 10% gain from the baseline in the number of youth and young adults categorized as OSY (students who have dropped out or H2A) receiving instructional services using Goal Setting and English Language Acquisition.</p>	<p>Results Evaluation Questions:</p> <ul style="list-style-type: none"> • How many OSY received instructional services? <p>Implementation Evaluation Questions:</p> <ul style="list-style-type: none"> • Did the MEP staff who received professional development on Simply Speaking and How Will You Grow rate the training as impactful? • What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued support of OSY in general, and use of Instructional Supports aligned with Simply Speaking and How Will You Grow?

Goal Area 4: School Readiness

School Readiness, Needs Identified

Concern	Data Source	Data Summary/Need Statement
<p>We are concerned that migratory children ages P3–P5 need support in preparing for Kindergarten, especially in the areas of literacy, math and social-emotional skills.</p>	<p>Interview: Telamon Migrant Seasonal Head Start, 2020</p>	<p>Data Summary: According to the National Migrant and Seasonal Head Start (MSHS) Study conducted in 2017 more than one-quarter of MSHS parents report that their toddlers exhibit elevated levels of social-emotional/behavior problems.</p> <p>Needs Statement: Migratory children ages P3–P5 need access to high quality preschool education that allows them to develop basic skills in areas of literacy, math and social-emotional skills.</p>

School Readiness Service Delivery Strategies, MPOs and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOS)	Evaluation Questions
<p>Deliver Kindergarten readiness support to migratory children ages P3–P5, with a special emphasis in Literacy, Math and Social-emotional skills.</p>	<p>By Aug. 31, 2021, 70% of preschool children ages P3–P5 who participate in 7 hours of instructional service will demonstrate pre-post gains on the local assessment.</p>	<p>Results Evaluation Questions:</p> <ul style="list-style-type: none"> • Did the students ages P3 – P5 who received at least 7 hours of instructional service during the school year demonstrate pre-post gains on the local Kindergarten Entry Inventory (Modified) assessment? <p>Implementation Evaluation Questions:</p> <ul style="list-style-type: none"> • How many migrant preschool children ages P3–P5 participated in 7 hours of instruction service in-home tutoring services and in-school supports provided by MEP staff? • Was SEL, literacy, math instruction implemented with fidelity to the Creative Curriculum approach? • Did the MEP staff who received professional development on the Creative Curriculum approach rate the training as impactful? • What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Creative Curriculum approach to support development of P3–P5 aged migratory children?

State Performance Target Alignment Chart

The SDP's MPOs and Solution strategies are aligned and help contribute to the Tennessee Department of Education performance targets as identified in Tennessee's Every Student Succeeds Act (ESSA) State Plan¹⁰:

Table 5: State Performance Alignment Chart

State Performance Target	TN MEP Solution	TN MEP MPO
By 2024–25, Tennessee will achieve a 50% reduction in the number of students not meeting “on track” or “mastered” level on the state annual assessment in literacy.	Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction and through summer camp services.	By Aug. 31, 2021, 70% of the P1 students in grades K–12 who received at least 7 hours of literacy instruction will advance 1 proficiency level on a local assessment.
By 2024–25, TN will achieve a 50% reduction in number of students not meeting “on track” or “mastered” level on the math annual state assessment.	Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and through summer camp services.	By Aug. 31, 2021, 70% of the P1 students in grades 3–8 who received at least 7 hours of math instruction will advance 3 NCEs on a local assessment.
By 2025, Tennessee will achieve a 95%, four-year cohort adjusted graduation rate for all students.	Provide culturally-relevant supplemental services to middle and high school-aged students to develop skills around achieving their college and/or career goals through support around college admission, financial aid, scholarship information, connection to leadership opportunities, and college visits.	By Aug. 31, 2021, 80% of migratory students in grades 9–12 who participated in college readiness instruction responding to the MEP college-readiness survey will report that they have the skills and knowledge they need to apply to college.
By 2025, Tennessee will achieve a 95%, four-year cohort adjusted graduation rate for all students.	Provide support to OSY through activities related to goalsetting, English Language Acquisition, and Financial Empowerment.	By Aug. 31, 2021, there will be a 10% gain from the baseline in the number of youth and young adults categorized as OSY (dropouts or H2A) receiving instructional services using Goal Setting and English Language Acquisition.
75% of Tennessee third graders will be proficient in reading by 2025. ¹¹	Deliver Kindergarten readiness support to migratory children ages P3–P5, with a special emphasis in Literacy, Math and Social-emotional skills.	By Aug. 31, 2021, 70% of P1 migrant preschool children ages P3–P5 who participate in 7 hours of instructional service will demonstrate pre-post gains on the local assessment.

¹⁰ TN ESSA Plan. Updated August 13, 2018:

https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf

¹¹ According to the TN Department of Education ESSA, Pre-K and kindergarten play critical roles in reaching Tennessee's goal to have 75 percent of third grade students reading on grade level by 2025. That is why the department has developed a clear focus on these early grades through the Early Learning Model (ELM).

https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf

Section III: Program Evaluation

Tennessee will evaluate the effectiveness of the MEP using an Evaluation and Progress Monitoring Plan with the aim of measuring program impact on migratory children, improving planning and intervention strategies, and better understanding if migratory children's needs are being met.

The evaluation of the TN MEP will be completed by the Local Operating Agency to be reviewed by the State and in the third year of implementation, with the support of an external evaluator. Data and information will be systematically collected throughout project implementation to contribute to the evaluation and subsequent decision-making processes.

The TN MEP's evaluation plan will report on **Implementation** and **Program Results or Outcomes** (See 34 CFR 200.84.) Through this lens, the TN MEP will better understand progress towards meeting Measurable Program Outcomes around the SDP's solution strategies (Literacy, Math, Career and College Readiness and School Readiness) and their impact on state performance targets.

To understand if the TN MEP is achieving the MPOs, data on migrant students and services will be collected by the Local Operating Agency throughout program implementation. Data collection methods will include standardized assessment scores from migratory students who have received instructional support (especially targeting P1 students), service data as collected through the platform MIS2000, an Implementation fidelity rubric, and surveys from the TN MEP's staff, students and parents.

To comply with Federal guidelines, the TN MEP will submit a written evaluation that responds to the evaluation plan created as part of the SDP (34 CFR 200.84). The results of the program will be analyzed on an annual basis by the TN MEP. An implementation evaluation will be conducted with the support of an external evaluator every third year. The written evaluation report will include the purpose, methodology, results and implications of those results—detailing recommendations and conclusions that are drawn as a result of the evaluation.

This **Evaluation and Progress Monitoring Plan** outlined in the table below identifies indicators, data sources, data collection methods, and timelines for the data that will be collected to understand program impact and make recommendations for program improvement on an ongoing basis.

Evaluation and Progress Monitoring Plan

Literacy, Evaluation and Monitoring Chart

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
<p>MPO1.</p> <p>By Aug. 31, 2021, 70% of the P1 students in grades K–12 who received at least 7 hours of literacy instruction will advance 1 proficiency level on a local assessment.</p>	<p>Results. Did the P1 students in grades K–12 who received at least 7 hours of supplemental literacy instruction during the regular school year advance at least 1 proficiency level, as measured by San Diego Quick and Running Records?</p>	<p>Student-level proficiency levels on San Diego Quick pre-test</p> <p>Running Records results post-test</p>	<p>Student Generated</p>	<p>Standardized Assessment (administered by MEP staff)</p>	<p>Pre-literacy instruction and post supplemental literacy instruction at 7-hour increments during the school year</p>
	<p>Results. Did the P1 students in grades K–12 who received at least 7 hours of supplemental literacy instruction during summer camp advance at least 1 proficiency level, as measured by San Diego Quick and Running Records?</p>	<p>Student-level proficiency levels on San Diego Quick pre-test</p> <p>Running Records results post-test</p>	<p>Student Generated</p>	<p>Standardized Assessment (administered by MEP staff)</p>	<p>Pre- literacy instruction (Day 1 or Day 2 of Summer Camp)</p> <p>Post supplemental literacy instruction (end of 1- or 2-week Summer Camp)</p>
	<p>Implementation. How many P1 students in grades K–12 received at least 7 hours of supplemental literacy instruction through in-home tutoring services, in-school supports, and Summer Camp provided by MEP staff?</p>	<p>Number of hours of in-home tutoring</p> <p>Number of hours of in-school support</p>	<p>Generated by MEP Staff: Education Advisors / Summer Camp Teachers / Data and</p>	<p>Service Logs as reported in TNMigrant Platform,</p> <p>Summer Camp Attendance Sheets & Summer Camp Agenda</p>	<p>Ongoing throughout Program Year</p>

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
			Compliance Coordinator		
	Implementation. Was literacy instruction implemented with fidelity to the Balanced Literacy approach?	Key components covered in ELA instruction	Generated by Ed Advisors & Summer Camp Teachers as observed by Curriculum Development Manager	Monthly fidelity rubric based on BL check-ins around BL Lesson Plans; in-person/virtual observations	Ongoing throughout Program Year
	Implementation. Did the MEP staff who received professional development on Balanced Literacy rate the training as impactful?	MEP staff ratings of increased knowledge, confidence implementing in the field, confidence implementing with fidelity, utilizing periodic assessments, capturing data	Generated by Ed Advisors / Regional Service Manager / Summer Camp Teachers	MEP Balanced Literacy Professional Development Survey	Post Professional Development

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
	Implementation. What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in the continued delivery of the Balanced Literacy approach to support literacy development?	Report of barriers, successes encountered, impact on literacy, and general observed impact	Generated by Ed Advisors / Regional Service Managers / Summer Camp Teachers / Students / Parents	MEP Staff Survey; MEP Staff Interviews; Student Surveys, Parent Surveys	End of Program Year (MEP Staff), End of Program Year or Services Received (Students, Parents)

Math, Evaluation and Monitoring Chart

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
<p>MPO2.</p> <p>By Aug. 31, 2021, 70% of the P1 students in grades 3–8 who received at least 7 hours of math instruction will advance 3 NCEs on a local assessment.</p>	<p>Results. Did the P1 students in grades 3–8 who received at least 7 hours of supplemental math instruction during the regular school year advance at least 3 NCEs on the EasyCBM in at least 1 measurement strand?</p>	<p>Student-level proficiency levels on EasyCBM results</p>	<p>Student Generated</p>	<p>Standardized Assessment (MEP staff)</p>	<p>Pre-math instruction and post supplemental math instruction by 7-hour increments during the school year</p>
	<p>Implementation. How many P1 students in grades 3–8 received at least 7 hours of supplemental math instruction through in-home tutoring services, in-school supports, and Summer Camp provided by MEP staff?</p>	<p>Number of hours of in-home tutoring</p> <p>Number of hours of in-school supports</p>	<p>Generated by MEP Staff: Education Advisors / Summer Camp Teachers / Data and Compliance Coordinator</p>	<p>Service Logs as reported in TNMigrant Platform, Summer Camp Attendance Sheets & Summer Camp Agenda</p>	<p>Ongoing throughout Program Year</p>
	<p>Implementation. Was math instruction implemented with fidelity to the Math Matters approach?</p>	<p>Key components covered in math instruction</p>	<p>Generated by Ed Advisors & Summer Camp Teachers as observed by Curriculum Development Manager</p>	<p>Monthly fidelity rubric based check-ins around Math Matters Lesson Plans; in-person/virtual observations</p>	<p>Ongoing throughout Program Year</p>
	<p>Implementation. Did the MEP staff who received professional development</p>	<p>MEP staff ratings of increased knowledge, confidence</p>	<p>Generated by Education Advisors / Regional Service</p>	<p>MEP The Math Matters Professional Development Survey</p>	<p>Post Professional Development</p>

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
	on Math Matters rate the training as impactful?	implementing in the field, confidence implementing with fidelity, utilizing periodic assessments, capturing data	Manager / Summer Camp Teachers		
	Implementation. What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Math Matters approach to support math development?	Report of barriers, successes encountered, impact on math, and general observed impact	Generated by Education Advisors / Regional Service Managers / Summer Camp Teachers / Students / Parents	MEP Staff Survey; MEP Staff Interviews; Student Surveys, Parent Surveys	End of Program Year (MEP Staff), End of Program Year or Services Received (Students, Parents)

College Readiness, Evaluation and Monitoring Chart

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
<p>MPO3.</p> <p>By Aug. 31, 2021, 80% of migratory students in grades 9–12 who participated in college readiness instruction responding to the MEP college-readiness survey will report that they have the skills and knowledge they need to apply to college.</p>	<p>Results. How many migratory students in grades 9–12 who participated in college readiness instruction during the school year report that they have the skills and knowledge they need to apply to college (e.g. college/career goals, college admission & financial aid process)?</p>	<p>Report of skills and knowledge related to college readiness, e.g. goals, admission, and financial aid process, modified Escalera grade-specific survey</p>	<p>Student Generated</p>	<p>Escalera grade-specific checklist & survey</p>	<p>End of Program Year or Services Received</p>
	<p>Results. How many migratory students in grades 9–12 who participated in college readiness instruction during the Summer Leadership Institute report that they have the skills and knowledge they need to apply to college (e.g. college/career goals, college admission & financial aid process)?</p>	<p>Report of skills and knowledge related to college readiness, e.g. goals, admission, and financial aid process, modified Escalera grade-specific survey</p>	<p>Student Generated</p>	<p>Summer Escalera grade-specific checklist & survey</p>	<p>End of 3-day Summer Leadership Institute</p>
	<p>Implementation. How many hours of college readiness instruction did migratory students in grades 9–12 receive?</p>	<p>Number of migratory students in grades 9–12 who participated in college readiness instruction during</p>	<p>Generated by MEP Staff: Education Advisors and Data and</p>	<p>Service Logs as reported in TNMigrant Platform, Leadership Institute Attendance Sheets &</p>	<p>Ongoing throughout Program Year</p>

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
		the regular school year	Compliance Coordinator	Leadership Institute Agenda	
	Implementation. How many migratory students in grades 9–12 participated in college readiness instruction via the Leadership Institute during the summer months?	Number of migratory students in grades 9–12 who participated in college readiness instruction at the 3-day Leadership Institute	Generated by MEP Staff: Education Advisors / Leadership Institute Facilitator / Data and Compliance Coordinator	Attendance Sheets / Service Logs as recorded in TN Migrant Platform	After 3-day Leadership Institute
	Implementation. Was college readiness instruction implemented with fidelity to the Escalera curriculum?	Key components covered in college readiness instruction	Generated by Education Advisors & Leadership Institute Facilitator as observed by Curriculum Development Manager	Monthly fidelity rubric based on check-ins around Escalera Lesson Plans; in-person/virtual observations	Ongoing throughout Program Year
	Implementation. Did the MEP staff who received professional development on Escalera rate the training as impactful?	MEP staff ratings of increased knowledge, confidence implementing in the field, confidence implementing with fidelity, utilizing periodic assessments, capturing data	Generated by Education Advisors / Regional Service Manager / Leadership Institute facilitators	MEP Escalera Professional Development Survey	Post Professional Development

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
	Implementation. What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Escalera approach to support college & career readiness development?	Report of barriers, successes encountered, impact on college readiness, and general observed impact	Generated by Education Advisors / Regional Service Managers / Leadership Institute facilitators / Students / Parents	MEP Staff Survey; MEP Staff Interviews; Student Surveys, Parent Surveys	End of Program Year (MEP Staff), End of Program Year or Services Received (Students, Parents)

Out of School Youth, Evaluation and Monitoring Chart

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
<p>MPO4.</p> <p>By Aug. 31, 2021, there will be a 10% gain from the baseline in the number of youth and young adults categorized as OSY (students who have dropped out or H2A) receiving instructional services using Goal Setting and English Language Acquisition.</p>	<p>Results. How many OSY received instructional services?</p>	<p>Number of OSY with logged 'instructional supports' in TN Migrant Platform</p>	<p>Generated by MEP Staff: Education Advisors / Compliance and Statistics Coordinator</p>	<p>Service Logs as recorded in TN Migrant Platform</p>	<p>Ongoing throughout Program Year</p>
	<p>Implementation. Did the MEP staff who received professional development on Simply Speaking and How Will You Grow rate the training as impactful?</p>	<p>MEP staff ratings of increased knowledge, confidence implementing in the field, confidence implementing with fidelity, utilizing periodic assessments, capturing data</p>	<p>Generated by Education Advisors, Regional Service Manager</p>	<p>MEP OSY, Simply Speaking, How Will You Grow Professional Development Survey</p>	<p>Post Professional Development</p>
	<p>Implementation. What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued support of OSY in general, and use of Instructional Supports aligned with Simply Speaking and How Will You Grow?</p>	<p>Report of barriers, successes encountered, impact on goal setting, EL acquisition, and general observed impact</p>	<p>Generated by Community Outreach Liaisons, Education Advisors, Regional Service Managers, OSY, Parents</p>	<p>MEP Staff Survey; MEP Staff Interviews; OSY, Parent Surveys</p>	<p>End of Program Year (MEP Staff), End of Program Year or Services Received (OSY, Parents)</p>

School Readiness, Evaluation and Monitoring Chart

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
<p>MPO5.</p> <p>By Aug. 31, 2021, 70% of migrant preschool children ages P3–P5 who participate in 7 hours of instructional service will demonstrate pre-post gains on the local assessment.</p>	<p>Results: Did students ages P3 – P5 who received at least 7 hours of instructional service during the school year demonstrate pre-post gains on the local Kindergarten Entry Inventory (Modified) assessment?</p>	<p>MEP Kindergarten Entry Inventory</p>	<p>Generated by Pre-K student, Ed Advisor observations</p>	<p>MEP Kindergarten Entry Inventory (Standardized Assessment)</p>	<p>Pre- Pre-K instruction and post Pre-K instruction by 7-hour increments during the school year</p>
	<p>Implementation. How many migrant preschool children ages P3–P5 participated in 7 hours of instruction service in-home tutoring services and in-school supports provided by MEP staff?</p>	<p>Number of hours of in-home tutoring / Number of hours of in-school supports</p>	<p>Generated by MEP Staff: Ed Advisors / Compliance and Statistics Coordinator</p>	<p>Weekly Service Logs</p>	<p>Ongoing throughout Program Year</p>
	<p>Implementation. Was SEL, literacy, math instruction implemented with fidelity to The Creative Curriculum approach?</p>	<p>Key components covered in SEL, literacy, and math instruction</p>	<p>Generated by Education Advisors as observed by Curriculum Development Manager</p>	<p>Monthly fidelity rubric based on check-ins around Creative Curriculum Lesson Plans; in-person/virtual observations</p>	<p>Ongoing throughout Program Year</p>

MPO	Evaluation Question	Indicators	Data Sources	Data Collection Method	Timeline
	Implementation. Did the MEP staff who received professional development on The Creative Curriculum rate the training as impactful?	MEP staff ratings of increased knowledge, confidence implementing in the field, confidence implementing with fidelity, utilizing periodic assessments, capturing data	Generated by Education Advisors / Regional Service Manager	MEP The Creative Curriculum Professional Development Survey	Post Professional Development
	Implementation. What barriers to implementation, successful strategies utilized to overcome barriers, and observed impact are identified as important in considering continued delivery of the Creative Curriculum approach to support development of P3–P5 aged migratory children?	Report of barriers, successes encountered, impact on Kindergarten readiness, and general observed impact	Generated by Education Advisors, Regional Service Managers, Parents	MEP Staff Survey; MEP Staff Interviews, Parent Surveys	End of Program Year (MEP Staff), End of Program Year or Services Received (Parents)

Section IV: Project Plan

Migratory Children Identified to Receive Priority for Services

Determining Priority for Service

In alignment with ESEA § 1304(d), the TN MEP classifies migratory students as Priority for Service (PFS) when a migratory child has made a qualifying move within the previous one-year period and who: **(1) is failing or most at risk of failing to meet the state's challenging academic content and student achievement standards, or 2) has dropped out of school.**

Educational Disruption

The TN MEP defines educational disruption as the following: a student has moved in the preceding 12 months, changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year due to the child's or family's migrant lifestyle.

At Risk of Failing

The TN MEP has developed the following criteria to determine if a migratory student is at At-Risk of failing:

- Below proficient on one or more TN assessments
- WIDA ACCESS composite below 4.4
- TNReady ELA marked as below or approaching
- TNReady MA (Math) marked as below or approaching
- Identified as English learner based on state assessment (L or W)
- Identified as English learned based on MEP provisional screener (ELL)
- Repeated a grade or course
- Ds or Fs in more than one subject
- Student identified as having a disability
- Missing credits for graduation
- Student's age does not match grade level
- ACT score below 20
- Not enrolled in TN school

Process for determining PFS status

The TN MEP determines a student's PFS status by administering a Needs Assessment to students within 30 days of a student being enrolled in the program. The Needs Assessment is administered by a TN MEP Education Advisor. The Needs Assessment contains the criteria related to educational disruption and factors contributing to "at-risk of failing." In order to facilitate the efficiency with which the program is able to determine a student's status, as of December 2019 the Needs Assessment was moved to an electronic format. This allows for Needs Assessment responses to be entered directly by the TN MEP staff into MIS2000, the program's data platform. The Needs Assessment format and criteria are reviewed every program year and updated as necessary.

Non PFS students

Recognizing the diverse needs of migratory children, as well as the reality of the limited resources available to the TN MEP, the TN MEP has created additional criteria to identify two other need levels of migratory students: TNN2 and N.

TNN2 students are those students who may not have had an educational disruption, but who experience an Academic Risk Factor.

The TN MEP also uses the Needs Assessment in order to better understand if a student has medical or humanitarian needs that may impact their education. While a section called ‘Medical and Humanitarian Needs’ is on the Needs Assessment form, these items do not impact whether or not a student is classified as P1. The TN MEP has defined Medical and Humanitarian Need as a student has needs related to one or more of the following:

- Vision
- Hearing
- Dental
- Physical
- A child does not have health insurance
- Does not have adequate clothing to attend school
- Food
- Housing
- Immunizations

If a migratory child has at least one Academic Risk Factor the child would be categorized as TNN2 by the Needs Assessment. If the migratory student has no risk factors or only a Medical and Humanitarian need, the child would be classified as N (Non PFS-TNN2). These three levels (P1, TNN2, and N) help the TN MEP determine which students are at highest priority for service and how resources should be distributed.

PFS—Levels of support

A migratory child’s PFS status, as determined by the Needs Assessment form, allows the TN MEP to prioritize the services provided. The table below outlines the services that will be provided to eligible migratory children based on their PFS status and available program resources.

Table 6: TN MEP Service Level

Service Level: P1	Service Level: TNN2	Service Level: Non PFS or TNN2 student
<p>The TN MEP will aim to provide P1 students at least 7 hours of instructional support during the school year.</p> <p>P1 students will be given first priority for summer camp slots.</p> <p>P1 students and their families will be offered support services and referrals as needed.</p> <p><i>Serving a P1 student may not be possible for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>A parent has requested not to receive a service.</i> • <i>A student identified has left the area.</i> • <i>A student is unable to be located.</i> 	<p>Students will receive <u>a level</u> of instructional support based on the needs of the student and capacity of the program.</p> <p>Students will have access to summer camp openings after P1 spaces are filled.</p> <p>Students will be offered support services and referrals as needed and based on the capacity of the program.</p> <p><i>Serving a TNN2 student may not be possible for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>A parent has requested not to receive a service.</i> • <i>A student identified has left the area.</i> • <i>A student is unable to be located.</i> 	<p>Students may receive a check-in (via phone or visit), a support and/or referral service depending on students’ needs and capacity of the program.</p>

Preschool migratory children and migratory children who have dropped out of school

ESEA § 1304(b)(1) requires that the unique needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed. The TN MEP has taken into account these two populations both in the consultation, research and data collection required by the CNA and in the resulting solution strategies. Preschool students are specifically targeted in the SDP Solution Strategy: *Deliver Kindergarten readiness support to migratory children ages Pre-K 3–Pre-K 5¹², with a special emphasis in literacy, math, and social-emotional skills.* Before offering Pre-K 3–Pre-K 5 supplemental instructional support the TN MEP's first priority is referring them to an institution that offers high quality pre-school education.

Students who have dropped out of schools are taken into account specifically in the SDP Solution Strategy: Provide support to OSY through activities related to goalsetting, English Language Acquisition, and Financial Empowerment.

Identification and Recruitment (ID&R) Plan

Under ESEA § 1304(C)(7), Tennessee is responsible for identifying (determining the location and presence of migrant children) and recruiting eligible children in the TN MEP (making contact with migrant families and determining their eligibility in the Migrant Education Program based on verbal interviews as documented in the Certificate of Eligibility (COE). The TN MEP details its ID&R practices and how federal ID&R requirements are met in the **ID&R Plan**, which is reviewed and updated annually as needed.

ID&R Staffing

In Tennessee, a Statewide ID&R Manager heads the LOA's ID&R work and is responsible for organizing the statewide ID&R strategy using data, agricultural maps and local network lists, deploying the LOA's team of recruiters or Community Outreach Liaisons,¹³ and ensuring quality control mechanisms are followed. In addition, the TN MEP seeks to maintain full time Community Outreach Liaisons in high density areas across the state. As a receiving state, in which a large portion of its student population arrives in the summer months, the TN MEP also hires additional Community Outreach Liaisons in the summer during the peak harvest season. The TN MEP works with schools across the state to collect Occupational Surveys at the beginning of each school year, which allow parents/guardians to indicate if they work in agriculture. Through this collaboration, the TN MEP is able to identify and recruit students that otherwise would remain unknown to the program.

Quality Control

Training: Training is a critical part of Tennessee's ID&R quality control strategy. An ID&R training plan for Community Outreach Liaisons is proposed each program year, and covers the following topics: MEP eligibility definitions, understanding of decision-making processes related to federal definitions, knowledge of local agriculture production and process activities, familiarities with local growers, how to accurately fill out an ECOE, and case studies on common eligibility scenarios. ID&R staff are annually given an ID&R assessment to evaluate the knowledge and practices of individual recruiters and implement corrective action accordingly. New members of the ID&R team receive an orientation in which they are introduced to the National Office of Migrant

¹² Children ages 3 to 5 who have not begun Kindergarten.

¹³ In Tennessee the recruiters have the job title "Community Outreach Liaison".

Education's ID&R Manual¹⁴ and Curriculum¹⁵. When resources allow, the TN MEP also provides opportunities for members of the ID&R team to attend specialized national conferences such as the ESCORT, ID&R Forum or trainings from the Identification and Recruitment Rapid Response Consortium (IRRC)¹⁶.

Designated Reviewer: In the TN MEP the designated reviewer that reviews each COE to verify that the child is eligible to receive migratory services is the Data and Compliance Coordinator. In addition to the designated reviewer, each COE is also reviewed by the Statewide ID&R Manager. In June 2020 the TN MEP transitioned from the paper COE to the electronic COE. This transition increases the accuracy and timeliness of the COE review.

Corrective action and resolving eligibility questions: After a COE is submitted, the Statewide Identification and Recruitment Manager does the initial screening of all COEs. If an error is found or if more information needs to be collected the COE is returned to the Community Outreach Liaison (C.O.L.). The C.O.L. is informed by email why the COE is being returned and what corrections need to be made to the COE.

When a Community Outreach Liaison has a question about eligibility, they are to first refer back to the Non-Regulatory Guidance to see if the guidance can answer their question. If they are unable to find their answer in the Guidance the C.O.L. is to contact the Statewide Identification and Recruitment Manager. If the Statewide Identification and Recruitment Manager is unable to answer the question, colleagues in other MEPs around the country are consulted. When a formal inquiry needs to be made to OME because an answer cannot be found or the situation is unclear, the Statewide Identification and Recruitment Manager submits the query to the TN MEP Associate Director, who then works with the State Director in the Tennessee Department of Education to send a formal request to OME. Only the State Director of MEP at the Tennessee Department of Education is to reach out to OME about any doubts the Identification and Recruitment staff may have. When answers are obtained from OME they are stored on the Google Team Drive to be saved for future reference and to be used as training materials.

Re-interview strategy: As required by federal regulations, the TN MEP conducts an internal re-interview annually. The re-interview process is when migratory families who have been found eligible are interviewed for a second time in order to verify the information collected by Community Outreach Liaisons during the eligibility interview and to ensure that the correct eligibility decisions were made.

States are typically expected to conduct re-interviews for 10% of all total COEs produced during a performance period. For medium sized states like Tennessee, OME has stated that a re-interview sample size of 50 is adequate to conduct a thorough re-interview. Re-interview regulations require that states determine an error rate of two percent or less.

The re-interview process consists of drawing a random sample of all students enrolled in the Migrant Education Program during the time in question. The random sample is 2.5 times the original sample in order to create a replacement sample and account for non-response. The TN MEP uses the random sample report on MIS2000 to draw a random student sample. The random samples are then assigned to a Community Outreach Liaison who did not conduct the original re-interview. Once all re-interviews have been conducted, the Statewide Identification and Recruitment manager reviews the re-interview forms and original COEs to determine final eligibility and results are reported to the department.

¹⁴ <https://results.ed.gov/idr-manual>

¹⁵ <https://results.ed.gov/idr-curriculum>

¹⁶ <https://www.idr-consortium.net/>

Parent and Family Engagement

As mandated by § 1118(c)(3) of the statute, the TN MEP involves parents in an organized, ongoing and timely way in the planning, review and improvement of its programming. As required by § 200.83(b) the Parent Advisory Council supported the development of Tennessee's CNA and SDP.

The structure with which parents participate in Tennessee's state and local PACs are identified in the Tennessee Parental Involvement Plan, which is reviewed and updated annually as needed.

In order to facilitate the opportunity of migratory parent's full participation in the PAC, the TN MEP schedules PAC and PEM meetings in advance, and publishes notices of these meetings in the languages which the majority of Tennessee's migratory families speak (English, Spanish and Swahili). In preparation for these meetings, the TN MEP staff assesses whether transportation and childcare are necessary and offers these when necessary to facilitate the participation of parents. Agendas and presentations are also offered in languages that parents can understand.

The TN MEP's State PAC contributed their feedback to the CNA and SDP through meetings held Feb. 28, 2020 and Aug. 25, 2020. In addition, a summary of the SDP was shared with the Local PACs on Aug.29, 2020.

The state Parent Advisory Council (PAC) provided perspective to the CNA by identifying which of the services offered by MEP they saw as the priorities for migratory children and families. Through the state PAC, parents met in four regional locations (Knox County, Hamblen County, Macon County and Rhea County). The parents in each regional location were asked to work together to rank a list of services offered by MEP by level of importance.

Three of the four regions identified academic support as their top priority. Supplemental services related to health, nutrition, translation, transportation, and clothing were all ranked in the top three priorities for at least two of the four regions.

PAC participants were also asked to rank which workshops they would consider the most useful to receive in order to support their children's academic success. Three of the four regions prioritized a workshop around how to help their child apply to college. Two of the four regions also prioritized a workshop on better understanding the US school system.

In addition to the Parent Advisory Council, the TN MEP also holds Parent Engagement Meetings throughout the year, which directly respond to the needs that parents have prioritized through the PAC. One of the main focus areas is working with parents to better understand the US school system, and how they can interact with the schools to best advocate for and support their children within it. These meetings have adapted the UnidosUS parent curriculum, *Padres Comprometidos*, and are held in the language spoken by parents, generally Spanish, Swahili and English.

Exchange of Student Records

Data Collection and Reporting

ESEA § 1304(b)(3) requires SEAs to promote interstate and intrastate coordination by providing for the educational continuity of migratory children through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

The TN MEP uses the data system MIS2000, which is administered by MSEdd, to gather and report required information about migrant students served by the program in a timely fashion. The TN MEP incorporates all of the required Minimum Data Elements (MDEs) in MIS2000 and for daily transfer to the national Migrant Student Information Exchange (MSIX) system as indicated in ESEA § 1308(b)(2).

The TN MEP provides a user-friendly, statewide, web-based application, the TNMigrant Platform that allows accessibility to authorized users with a valid username and password. This platform allows the TN MEP and department staff to access real time student data as well as collect data from the districts. District Migrant Liaisons are granted access and utilize TNMigrant to securely exchange student data with the TN MEP, such as: student lists, Occupational Surveys, and Individual Student Records.

Figure 7: Data Collection and Reporting Flow Chart



TNMigrant Platform: TNMigrant is an online, browser-based tool for accessing MIS2000. TN MEP staff utilize TNMigrant to enter services, pull reports, and view student COEs. Migrant Liaisons use TNMigrant to securely share migrant data.

MIS2000: Internal facing platform, accessed by department Data Representatives, LOA Data, and Compliance Coordinator, and key staff TN MEP staff in order to gather and report required information about migrant children served by the program.

MSIX: The national database maintained by the U.S. Department of Education’s Office of Migrant Education to facilitate the timely transfer of migrant student records among states, the department, and LEAs.

The TN MEP has a full-time data specialist who specializes in organizing, cleaning and reviewing data, as well as communicating with the districts around data collection. This work is supported from within the Tennessee Department of Education by personnel in the position of Data Manager & EDFacts-CSPR Coordinator.

The TN MEP outlines how it uses MIS2000 and MSIX to comply with federal guidelines in the TN MEP Data Manual.

Migrant Student Information Exchange (MSIX)

As required by ESEA § 200.85, the TN Migrant uses the Migrant Student Information Exchange (MSIX) to share information on migratory children between states and utilize that information to identify and serve students. This includes collecting, maintaining, and submitting to MSIX the Measurable Data Elements in the timeframe required by federal law. To facilitate this process, student data from MIS2000 is automatically transferred to MSIX on a daily basis. Additionally, the TN MEP responds promptly upon receiving a MSIX request for information from another SEA or the Department of Education. The TN Migrant Community Outreach Liaisons use “move notifications” received from other States in order to identify and recruit newly arrived migratory children. The TN Migrant staff seek to learn, whenever possible, when a student is moving and where to, in order to use the MSIX “move notification” function to inform the receiving State of the child’s arrival.

The Tennessee Department of Education and the TN MEP offer trainings to staff and districts on use of the student record exchange platforms. The TN MEP also uses the resources made available by the Office of Migrant Education to train staff and stay updated on MSIX developments. A detailed account of the TN MEP’s use of MSIX to comply with federal guidelines is documented in the TN MEP Students Records and Exchange Policies and Procedures Manual.

Protocols for steps to protect student data and respond to requests from parents to correct or amend MSIX data are outlined in the TN MEP Data Security Policy.

Individual Student Records are collected by the LOA from LEAs on behalf of the Tennessee Department of Education at the end of every school term with fields that correspond to the required MDEs.

Section III: Implementation and Accountability

Professional Development

The TN MEP ensures that staff receive professional development that builds their capacity to plan and implement the program. A training plan is created for the TN MEP team, with components around ID&R, Service Provision, Data Collection, and Reporting in order to ensure that the team is equipped with the expertise to fulfill the program's federal requirements and to best meet the needs of the students we serve. Whenever possible, trainings are offered virtually in order to maximize economic and human resources. Training presentations are stored and shared with staff in order to meet future training needs. The professional development offered is migrant-specific, responding to the identified needs of staff providing services to meet the unique needs of migrant children and youth. The strategies for professional development are aligned with the TN MEP Service Delivery Plan. Professional development opportunities generally take the form of internal, external, regional/national trainings, cross-program exchanges, or new employee orientation.

Internal Training

Trainings, facilitated by the TN MEP staff for the TN MEP staff, are organized throughout the year to ensure that staff has the latest information on state and federal guidance of the MEP. This includes orientations around the CNA and SDP, how to administer the Needs Assessment, how to fill out a COE, Service Entry Guidelines, MSIX, Evaluation, and Monitoring amongst other critical topics. Examples of this might include the TN MEP's Curriculum Development Manager training the service team on effective lesson planning or the Statewide Identification and Recruitment Manager training the ID&R team on how to use the electronic COE.

External Training

When necessary, the TN MEP seeks expertise from outside the program to train the team in topics critical to the mission of the program. Examples of this might include a training facilitated by a literacy expert to support the evidenced based curricula identified in the service strategy or a representative from the Tennessee Department of Children's Services to review state mandatory reporting requirements.

Regional and National Training

When resources and opportunity are available, the TN MEP sends representatives to regional and national forums specializing in topics directly related to the Migrant Education Program. In the past this has included staff members attending the National Association of State Directors of Migrant Education Conference (NADSME) and ID&R Forum hosted by the Eastern Stream Center on Resources and Training (ESCORT). This has also included the Office of Migrant Education New Directors' Orientation and Annual Directors' Meeting. These conferences are an important opportunity to continue learning the latest requirements and regulations as issued at the national level, to learn best practices from seasoned professionals working in a similar migrant context, and an avenue to form strong networks between state programs.

Exchange

The TN MEP encourages the exchange of knowledge and experiences, and collaboration between different state MEP's, local and federal agencies, universities, schools and non-profit organizations, among others. The TN MEP seeks opportunities to exchange and learn from the experiences of others in order to continue strengthening the program.

Employee Orientation

All employees joining the TN MEP team are given an orientation which introduces new staff to the TN MEP CNA, SDP, Federal Non-Regulatory Guidance, MSIX, and other guidelines related directly to their responsibilities.

Sub-Granting Process

The TN MEP is operated on behalf of the Tennessee Department of Education by a local operating agency. The department issues a sub-grant through a competitive bidding process, typically every 5 years, to select the local operating agency. Applicants are required to submit a proposal which is evaluated by a committee of experts within the Tennessee Department of Education based on criteria such as experience, budget, capacity and reach. The total amount allocated to the winning proposal is based on the availability of Federal funds and on sub-granting factors determined by Tennessee Department of Education.

Monitoring and Accountability

The Local Operating Agency (LOA) is responsible for implementing the TN MEP's SDP in order to work towards achieving the MPOs identified. As such, the LOA is also responsible for complying with federal guidelines around ID&R, inter-intrastate coordination, use of funds, parent and family engagement, needs assessment, PFS, and other program requirements. Some, but not all, of the documents and evidence that Tennessee Department of Education requires the LOA to collect in order to monitor compliance are the following:

- Written documentation of all recruiters who have successfully completed ID&R trainings
- Detailed logs on all activities, schedules, services provided and travel of staff
- Re-Interview Action Plan
- ID&R recruiter language proficiency self-assessment
- Student needs assessments
- Inventory of capital purchases
- Documentation of communication with districts around summer programming
- Evidence of local trainings
- Program re-enrollment log
- List of technical assistance provided to LEAs
- Training plan for LEAs
- Attendance lists from Parent Advisory Meetings as well as minutes
- Copies of brochures or flyers given to parents and families

In addition, the Tennessee Department of Education monitors implementation of the Service Delivery Plan and compliance through:

- Monthly progress and technical assistance meetings between the Tennessee Department of Education and LOA
- Monthly progress reports submitted by LOA
- A summer programming report submitted by LOA
- Annual state auditor report
- Annual report submitted by LOA

Section IV: Looking Forward

Summary and Next Steps

Tennessee will begin implementation of the new SDP in the 2020–21 program year. Upon approval of the SDP, the SDP will be disseminated to the following stakeholders: the areas within the Tennessee Department of Education, the Parent Advisory Council, local district Migrant Liaisons, schools in high density migrant areas, allies such as the Telamon Head Start and universities with whom the TN MEP works. The first year of implementation, the TN MEP will pilot the new monitoring and evaluation tools developed to meet the needs of the SDP. At the end of the 2020–21 program year the TN MEP will compile the evaluation results of the first year of implementation and the SDP Management Team will review this written annual evaluation report in order to decide if changes need to be made to the SDP.

The CNA and SDP process were developed over the course of 2019 and early 2020. In the final stages of the development of the SDP the context of this work greatly changed with the COVID-19 pandemic, in March 2020. The Management Team is acutely aware of these changes of context and will take them into account as it analyzes the results of the first year of implementation of the SDP, as well as any issues that arise during its implementation in this new nuanced context.

As the recommendation from the Office of Migrant Education is to conduct a CNA every three years, and the previous CNA was conducted beginning in 2019, the next CNA is estimated to begin in 2022. It is recommended that the SDP is renewed with every CNA, therefore it is estimated that the next SDP will be launched in September 2023.