

Service Delivery Plan



**New Mexico Public Education Department
Title I-C Migrant Education Program
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Abbreviations

ASQ-SE	Ages and Stages Questionnaire-Social-Emotional
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ESEA	Elementary and Secondary Education Act
ELA	English Language Arts
ELL/EL	English Language Learner or English Learner
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GED	General Educational Development
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
LOA	Local Operating Agency (also LEA for Local Education Agency)
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MOU	Memorandum of Understanding
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NMPARCC	New Mexico Partnership for the Assessment of Readiness of College and Careers
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PED	New Mexico Public Education Department
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STARS	Student, Teacher Accountability Reporting System
TA	Technical Assistance
TAMELA	Transition Assessment of Math and English Language Arts

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Introduction

Legislative Mandate for Service Delivery Planning

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

In order to identify and address these unique educational needs, state education agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- provides for the integration of services with other ESEA programs;
- ensures that the state and its local operating agencies (LOAs) identify and address the special educational needs of migratory children;
- reflects collaboration with parents of migratory children;
- provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires SEAs to develop comprehensive state SDPs in consultation with the state migrant parent advisory council (PAC), with the parents of migratory children in a format and language that the parents understand. Local PAC meetings were held in New Mexico between SDP Committee meetings at a time that was convenient for parents. Parents reviewed and provided input on Committee decisions. The Committee incorporated parent feedback into the finalized version of the SDP.

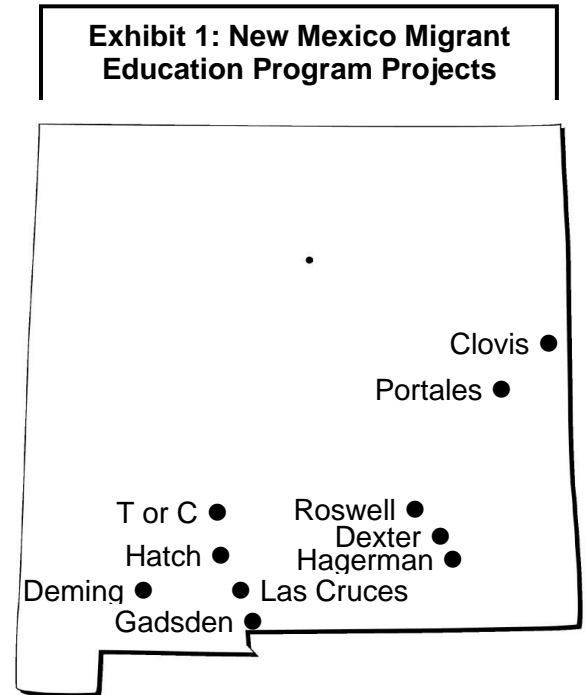
Description of the State Migrant Education Program

To fulfill its mission, the New Mexico MEP: 1) recruits migratory children eligible for the program; 2) provides supplemental instructional and support services designed to help students participate fully in their education and meet state performance outcomes; 3) coordinates among

LOAs, community service organizations, and businesses to assist migratory families; 4) coordinates with parents and community members on the design, development, delivery, and evaluation of migrant programs; and 5) collaborates with other states, national agencies, and organizations to ensure continuity of instruction for migratory children.

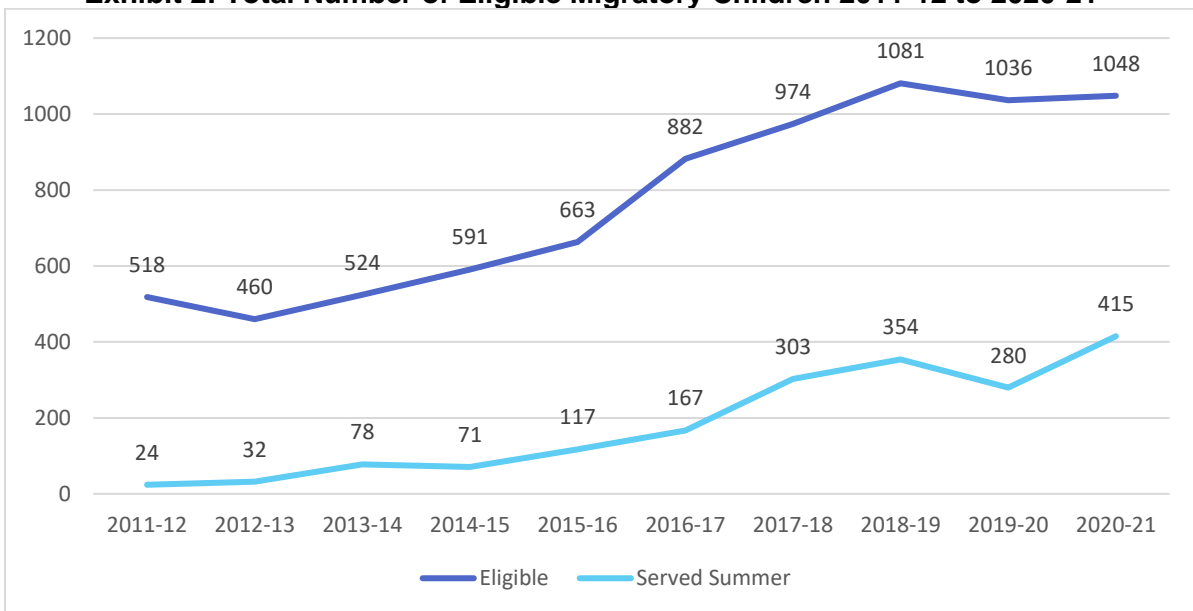
Instructional and support services needs for migratory children were identified through a CNA process completed in August 2021 that the MEP used to design this SDP outlining how the program would meet the identified needs.

The MEP is a state-operated program which signifies that funds go directly to the SEA. The state then sub-allocates to LOAs. New Mexico funds 10 projects in school districts in the southern and eastern areas of the state (see the map to the right).



Statewide, 1,048 migratory children were identified during 2020-21 and 415 (40%) received services during the summer. Exhibit 2 provides a longitudinal snapshot of the total number of children and youth identified from birth through age 21 over the past 10 years. Transitioning identification and recruitment (ID&R) responsibilities from school-based recruiters to regional recruiters and participation in the ID&R MEP Consortium Incentive Grant (CIG) have helped New Mexico identify more eligible children.

Exhibit 2: Total Number of Eligible Migratory Children 2011-12 to 2020-21



Source: CSPR, 2011-12 through 2020-21

New Mexico has placed an emphasis on providing services to all migratory children and youth residing in the State. Student services include instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after-school programs, and summer school. High school graduation services include credit accrual, identifying and working toward individual learning goals, and postsecondary preparation and planning. Support services include health and nutrition services, medical and dental services, transportation, and other services that help migratory students participate fully in their education.

In 2020-21, 862 migratory children and youth received MEP services representing 82% of the eligible students 3-21 who were identified. Services were counted if there was an instructional or support service provided for at least one day between September 1, 2020 and August 31, 2021. More migratory students participate in support services than in instructional services. During the reporting period, 56% of eligible migratory students received an instructional service and 81% received a support service.

Description of the Planning Process

The State MEP Director convened a team of key stakeholders, including representatives from the New Mexico Public Education Department (PED); State MEP staff who coordinate data collection, staff development, educational programming, parent engagement; and school district personnel who provide direct services to migratory children, preschoolers, and out-of-school youth (OSY). (Refer to the beginning of this report for a list of SDP Committee Members). Exhibit 3 summarizes the two SDP meetings held in Albuquerque to work through SDP development collaboratively.

Exhibit 3: Schedule of SDP Committee Meetings

Dates	Objectives	Outcomes
February 17, 2022	<ol style="list-style-type: none"> 1) Create strategies for meeting student needs 2) Create measurable program outcomes (MPOs) and align to strategies 3) Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • Reviewed the findings from the CNA process • Established goal area teams to review solution strategies from the CNA and draft SDP strategies for each goal area: ELA, math, school readiness, high school graduation, OSY achievement, and family and support services • Drafted strategies and MPOs

Dates	Objectives	Outcomes
March 29, 2022	<ol style="list-style-type: none"> 1) Review and revise strategies and MPOs. 2) Identify resources needed to implement the strategies. 3) Develop a logic model for the continuous improvement cycle. 4) Discuss next steps in developing the SDP report and aligning MEP systems. 	<ul style="list-style-type: none"> • Finalized strategies in goal area teams • Reviewed process (program implementation) and outcome (performance) objectives • Finalized MPO language for each goal area strategy • Discussed components of the SDP related to the parent involvement plan, the professional development plan, the ID&R plan, the technical assistance and monitoring plan, and the student records plan • Finalized the logic model • Identified resources needed to implement strategies

Many members of the SDP Committee also served previously on the MEP Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of New Mexico’s migratory children.

The General Framework Section of this report contains the strategic planning chart with the SDP Committee decisions. This chart was used throughout the process as an organizer. The chart shows the needs identified in the CNA process, the strategies and MPOs created during the SDP process, and the evaluation questions for the results and implementation evaluations.

General Framework

State Performance Targets

The New Mexico PED received waivers for the provision of State assessments in 2020, and the state assessment in 2021 was to be administered “to the greatest extent possible” (PED Assessment Memo, March 11, 2021) due to the COVID-19 pandemic. PED announced on September 27, 2021, that State assessment results for 2020-21 would not be released because less than 10% of students were assessed. As a result, the 2018-19 results are the most recent and served as the basis for the CNA and SDP.

In 2018-19, New Mexico's English language arts (ELA) and mathematics assessment, New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC), was replaced with the Transition Assessment of Math and English Language Arts (TAMELA). The TAMELA is a standards-based assessment aligned to the New Mexico Common Core State Standards taken by students in grades three through high school.

Following are the most recent TAMELA results in ELA and mathematics for migratory students and non-migratory students, compared to the State performance targets set for all students. While the final, approved ESSA State Plan from August 2017 includes interim targets for some subgroups, migratory students are not included in the subgroups. New Mexico is in the process of collecting stakeholder feedback for amendments to the ESSA State Plan. The targets in this report reflect those in the most recent approved plan from August 2017.

Tables show the number of migratory students assessed, the number and percent of migratory students and non-migratory students scoring proficient or advanced on the 2019 TAMELA, the State performance targets for 2019, and the difference in the percentage of migratory students scoring proficient or advanced compared to the State performance targets.

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Both migratory and non-migratory students were below the State performance target. Migratory students were 25.3% below the target and non-migratory students were 14.8% below the target of 46.4% of students scoring proficient or above in ELA.

Exhibit 4
Migratory/Non-Migratory Students Scoring Proficient/Above on the ELA TAMELA

Group	# Tested	# (%) Students Scoring Proficient or Above	2019 State Performance Target	Diff
Migratory	634	134 (21.1%)	46.4%	-25.3
Non-migratory	223,200	70,591 (31.6%)		-14.8

Source: State records

Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Both migratory and non-migratory students were below the State performance target. Migratory students were 27.9% below and non-migratory students were 18.6% below the target of 40.7% of students scoring proficient or above in math.

Exhibit 5
Migratory/Non-Migratory Students Scoring Proficient/Above on the Math TAMELA

Group	# Tested	# (%) Students Scoring Proficient or Above	2019 State Performance Target	Diff
Migratory	788	33 (12.8%)	40.7%	-27.9
Non-migratory	215,722	47,669 (22.1%)		-18.6

Source: State records

School Readiness: Though the State has not identified specific performance targets for school readiness, New Mexico has developed statewide guidelines. “[T]he New Mexico Early Learning Guidelines were developed for children ages 0-5.

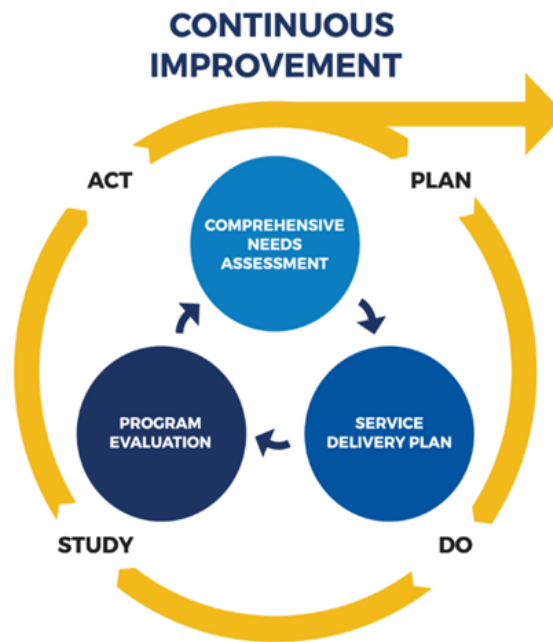
<http://ped.state.nm.us/ped/LiteracyDocs/PreK/FINAL,%20ELG%202014,%207-28-14.pdf>.

These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child’s progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their k-12 education.” (ESSA State Plan, 8/2017)

High School Graduation: New Mexico has established the long-term goal of increasing the four-year adjusted cohort graduation rate for all students. “More than 84.5% of the class of 2022 will graduate high school (2.26% increase/year for all students).” (ESSA State Plan, 8/2017)

New Mexico has not set State performance targets for reducing the number of high school students who dropout nor set targets for OSY. Dropouts are factored into the calculation for the adjusted cohort graduation rate, following the federal guidelines. However, the MEP has identified these as areas of need within the population of migratory children.

Exhibit 6: MEP Continuous Improvement



Needs Identified through the Statewide CNA

The MEP followed OME’s recommended Continuous Improvement Cycle (Exhibit 6) for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2021 and on file with PED) using the CNA Toolkit (OME 2018) model of identifying major concerns, analyzing data to validate those concerns, and selecting research- and evidence-based solutions to address those needs. The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact on student progress. The NM MEP will implement the strategies and data collection efforts through dissemination and training to local MEP staff beginning in the summer 2022 with full implementation in 2022-23. The evaluation measures developed in the SDP inform a statewide program evaluation that collects data on the MEP’s fidelity to implementing its intended strategies and the impact of those research-based strategies on student achievement.

In addition to the findings from the CNA, the alignment chart to follow contains these SDP components:

- **Service Delivery Strategies:** The service delivery strategies identified by the SDP Committee are the activities the local MEPs will undertake to address the needs identified during the CNA process. The strategies will be used as the target for the implementation of the MEP.

Measurable Program Outcomes: The SDP Committee created MPOs based on the strategies that reflect the State performance targets, needs identified in the CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the differences that the MEP will make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.

Evaluation Questions: The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The charts that follow provide a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the Evaluation Plan of this SDP for a detailed description of the MEP Evaluation Plan.

Alignment Chart with MPOs, Strategies, and Evaluation Questions

GOAL AREA #1: English Language Arts and Mathematics

Concern Statements:

- We are concerned that migratory students who experienced learning loss due to interrupted schooling and difficulties with remote learning during the pandemic are not prepared for the next grade level.
- We are concerned that migratory students, particularly PFS students, have limited access to extended learning opportunities, including summer services, to target learning gaps in reading and math.
- We are concerned that migratory students (grades K-12) are achieving proficiency at a lower rate than non-migratory students on assessments including the State assessment in ELA.
- We are concerned that migratory students (grades K-12) are achieving proficiency at a lower rate than non-migratory students on assessments including the State assessment in mathematics.

ELA and Math Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
1.1) Advocate for migratory student participation in supplemental instructional services such as tutoring, extended school day or supplementary online instruction for students to improve reading and math achievement and use MEP funds for direct instruction when other resources are unavailable.	<p>1A) By the end of 2022-23 performance period, migratory students in grades K-12 who receive MEP supplemental services in reading will demonstrate a statistically significant gain ($p < .05$) on district ELA assessments.</p> <p>1B) By the end of 2022-23 performance period, migratory students in grades K-12 who receive MEP supplemental services in mathematics will demonstrate a statistically significant gain ($p < .05$) on district mathematics assessments.</p>	<p>What percentage of students receiving supplemental instruction demonstrated gains on district assessments? Was the average gain statistically significant ($p < .05$)?</p> <p>What percentage of students demonstrated a gain?</p>	<p>What percentage of identified K-12 migratory students received supplemental ELA and math instruction during the regular school year?</p> <p>What was the structure of services provided? What was the evidence base for instructional services?</p>
1.2) Provide migratory students with evidence-based supplemental summer instruction designed to address learning loss through enrichment activities and/or services to eliminate barriers to participation.	1C) By the end of 2022-23 performance period, migratory students in grades K-12 participating in summer programs will show a statistically significant gain ($p < .05$) on curriculum-based pre/post assessments.	<p>What percentage of students receiving summer services demonstrated a gain on local assessments disaggregated by PFS, grade level, etc.?</p> <p>Was the average gain statistically significant ($p < .05$)?</p>	<p>What percentage of migratory students received supplemental instruction during the summer?</p> <p>What was the evidence base for summer instructional services?</p>
1.3) Address barriers to migratory student participation in summer programs when available through the district with MEP-funded activities such as transportation, extended hours, or additional tutoring (in-person, virtual, and/or home visits).	1D) By the end of 2022-23 performance period, 40% of migratory students who have access to district summer programs will participate in the summer program.	What percentage of migratory students with access to summer programs participated in the program?	What services did the MEP provide? What summer programs were available? What percentage of migratory students had access to summer programs?

GOAL AREA #2: School Readiness

Concern Statements:

- We are concerned that migratory preschool children (ages 3-5) are not participating in MEP preschool services and are not prepared for kindergarten.
- We are concerned that migratory parents need additional support to access learning opportunities for young children and support in navigating virtual learning.
- We are concerned that migratory preschool students do not have sufficient access to technology and have not yet obtained technological skills for remote learning.

School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
2.1) Provide information and advocacy about local/online preschool programs and referrals to preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, fees for existing preschool programs, and wrap-around preschool instructional and community services to match parent schedules.	2A) By the end of the 2022-2023 performance period, 50% of identified migratory children ages 3-5 (not in kindergarten) who are resident for at least six months will participate in an early childhood education program (either MEP-funded or existing in the district).	What percentage of preschool children ages 3-5 (not in kindergarten) who were resident in New Mexico for at least six months participated in an early childhood education program (MEP funded and non-MEP funded)?	How many migratory children ages 3-5 attended any early childhood education services during the regular term and summer? What programs did migratory children attend? How did the MEP facilitate attendance?
2.2) Advocate for or provide hands-on parent training to include accessing virtual or remote learning and provide follow-up with MEP home liaisons to assist with technology issues (e.g., MEP staff assist parents with accessing Waterford materials).	2B) By the end of the 2022-2023 performance period, 50% of migratory children (ages 3-5) participating in migrant-funded school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment, such as the ASQ-SE.	What percentage of preschool children who received MEP-funded school readiness instruction met developmentally appropriate benchmarks?	What technology training did the MEP provide? How many parents received training?
2.3) Provide expanded internet services and other technological devices (e.g., tablets, laptops, software) for home use when other sources are unavailable.			What assistance with access to the internet and devices did the MEP provide?
2.4) Provide readiness instruction and services to migratory children to meet developmentally appropriate benchmarks on a school readiness assessment such as the Ages and Stages Questionnaire (ASQ)-Social-Emotional (SE).			What percentage of migratory preschool children attended MEP-funded ECE?

GOAL AREA #3: High School Graduation and OSY Achievement

- We are concerned that migratory students are not achieving in the core content courses due to inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, internet connectivity, virtual learning, and difficulty with credit recovery.
- We are concerned that migratory secondary students and OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited prior schooling.
- We are concerned that migratory students are leaving high school without the adequate math, reading, computer skills, and writing skills to achieve in college and careers.
- We are concerned that migratory OSY lack access to services, English tutoring, virtual classes, refuse services, and lack information that would lead to re-enrollment in school or a GED program.

Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
<p>3.1) Provide migratory students in grades 9-12 supplemental instructional services with flexible scheduling that meet needs with regular evaluation (Next Step Plan). (Activities may include tutoring, summer school, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement, and other State-approved instructional services that supplement available services.)</p> <p>3.2) Assist migratory students participating in remote learning by eliminating barriers through such activities as facilitating internet access and loaner laptops for students--using MEP funds when other resources are unavailable--and providing technology support for understanding remote learning tools and engaging students in academic activities.</p>	<p>3A) By the end of the 2022-23 performance period, 70% of students in grades 9-12 who participate in MEP supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.</p> <p>3B) By the end of the 2022-23 performance period, 70% of migratory secondary students in grades 9-12 will participate in instructional services.</p>	<p>What percentage of secondary migratory students who received MEP supplemental instructional services were on track toward graduation according to their Next Step Plan?</p> <p>What percentage of migratory secondary students participated in MEP instructional services including reading, math, credit accrual, or other instruction?</p>	<p>What supplemental instructional services were provided for secondary migratory students? How many students participated? What was the evidence base for the instructional services? What technology support did the MEP provide?</p>
<p>3.3) Provide (and follow-up with referrals and support) access to services and resources that meet the needs of students at risk of dropping out of high school and OSY, such as high school equivalency programs, adult basic education, credential programs, High School Equivalency Programs (HEP), College Assistance Migrant Program (CAMP), or re-enrollment in school.</p>	<p>3C) By the end of the 2022-23, 45% of migratory OSY will participate in instructional services.</p>	<p>What percentage of migratory OSY participated in MEP instructional services including reading, math, credit accrual, or other instruction?</p>	<p>What instructional support was provided? With which programs did the MEP collaborate?</p>
<p>3.4) Build connections with OSY and at-risk secondary migratory students to determine needs; provide appropriate services including credit accrual, English language instruction, or instruction in life skills, parenting skills, family literacy skills; and make connections with communities and services providers.</p>	<p>3D) By the end of the 2022-23 performance period, 70% of migratory secondary students and OSY who have a learning plan will make progress on their plan (through such outcomes as earning credit, completing courses or micro credentials, English progress, etc.)</p>	<p>What percentage of migratory students with a learning plan made progress on their plan?</p>	<p>What activities and goals are included on the learning plans? How did MEP staff build connections with OSY and at-risk secondary students?</p>

GOAL AREA #4: Family and Support Services

Concern Statements:

- We are concerned that migratory students do not have access to comprehensive resources such as books, materials, supplies, clothing, nutrition, supplemental educational materials, health care, and community services; need referrals to mental and behavioral health regardless of legal status; and that there is a lack of staff and counselors that are bilingual to support our migratory students.
- We are concerned that parents express that they lack English communication skills and knowledge of the school system to effectively advocate for and support their children's education.

Family and Support Services Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Results Evaluation Questions	Implementation Evaluation Questions
<p>4.1) Use MEP staff time to deliver support to help eliminate barriers to education through one or more of the following activities:</p> <ul style="list-style-type: none"> • after completion of the Certificate of Eligibility (COE), complete needs assessments and provide just-in-time support aligned to needs; • provide supplemental support services and educational materials such as school supplies, summer learning materials, shoes/clothing, transportation and/or remote learning access for school-related needs using MEP funds when other resources are unavailable; • collaborate with community/school resources that focus on mental and behavioral health and counseling/social work services; • offer resources to OSY and at-risk secondary students to facilitate participation in school such as services or donations like hygiene products, gloves, English learning resources, devices, gas cards, transportation, etc. as well as resources from the osymigrant.org website. <p>4.2) Contact families within 10 days of COE approval to determine needs and create services plans as appropriate.</p>	<p>4A) By the end of the 2022-23 performance period, 90% of migratory families and OSY that reported needs on the MEP family needs assessment will receive support or referrals aligned to their needs.</p>	<p>What percentage of migratory families with documented needs received services aligned to needs as documented on the family needs assessment?</p>	<p>What services did students and families report needing?</p> <p>What support services did the MEP provide?</p> <p>What percentage of families had a family needs assessment contact within 10 days of COE approval?</p>
<p>4.3) Provide ongoing parent education, engagement activities, and migrant PAC meetings designed to help parents communicate with the school, support their children's educational goals, and be engaged in their children's education. Activities should address school readiness, ELA, math, graduation, and/or technology/remote instruction strategies for the home.</p>	<p>4B) By the end of the 2022-23 performance period, 80% of migratory parents who receive MEP parent training and respond to the parent survey will report that the training helped increase their ability to support their children's education.</p>	<p>What percentage of parents attending MEP-sponsored parent engagement activities reported that they can better support their children's education?</p>	<p>What were the topics of MEP-sponsored parent engagement activities?</p> <p>How many parents attended MEP-sponsored parent engagement?</p> <p>How many opportunities for parent engagement did the State and local MEPs provide?</p>

Evaluation Plan

Plan for Evaluation of Project Implementation and MPO Results

The evaluation of the New Mexico MEP will be completed by the State with the assistance of an external evaluation firm, META Associates, knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, the State context, and the operation of the MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the MEP in ELA, mathematics, school readiness, high school graduation and services to secondary aged youth, and family and support services strategies have been addressed and met. Questions to be answered by implementation and outcome data are included in the alignment chart in the previous section.

To comply with federal guidelines, New Mexico will prepare an annual performance results evaluation to inform SEA decision making. New Mexico will prepare a full evaluation report that includes performance results data on State performance targets related to Performance Goals 1 and 5 and any additional performance targets identified by the State, results data on MPOs, implementation results from one half to one third of sites, and implications and recommendations for improvement of services based upon implementation results and performance results data.

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CFR 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and the following evaluation data chart will be collected, compiled, analyzed, and summarized for the MEP. These activities will help the State determine the degree to which the MEP is on target to reach the State performance targets and effective based on the chosen MPOs. Data collection will occur through standard data reporting to the migrant-specific data system (MIS2000), coordination with the Student, Teacher Accountability Reporting System (STARS), and an annual program evaluation data collection (online, spreadsheets, surveys, and other data collection methods).

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected are listed in the tables on the following pages. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

Exhibit 11: Results Evaluation Data Collection Plan

MPO	How collected	Who collects	Timeline
English Language Arts and Mathematics			
1A) By the end of 2022-23 performance period, migratory students in grades K-12 who receive MEP supplemental services in reading will demonstrate a statistically significant gain ($p < .05$) on district ELA assessments.	Local Assessment Results Spreadsheet	Project Directors	End of the regular school year annually
1B) By the end of 2022-23 performance period, migratory students in grades K-12 who receive MEP supplemental services in mathematics will demonstrate a statistically significant gain ($p < .05$) on district mathematics assessments.	Local Assessment Results Spreadsheet	Project Directors	End of the regular school year annually
1C) By the end of 2022-23 performance period, migratory students in grades K-12 participating in summer programs will show a statistically significant gain ($p < .05$) on curriculum-based pre/post assessments.	Local Assessment Results Spreadsheet	Project Directors	End of the summer programs annually
1D) By the end of 2022-23 performance period, 40% of migratory students who have access to district summer programs will participate in the summer program.	MIS2000	Project Directors, data specialists	End of the summer programs annually
School Readiness			
2A) By the end of the 2022-2023 performance period, 50% of identified migratory children ages 3-5 (not in kindergarten) who are resident for at least six months will participate in an early childhood education program (either MEP-funded or existing in the district).	Director Report	Project Directors	End of regular term and end of summer program annually
2B) By the end of the 2022-2023 performance period, 50% of migratory children (ages 3-5) participating in migrant-funded school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment, such as the ASQ-SE.	School Readiness Assessment or Skills Checklist	MEP Educators	End of regular term and end of summer program annually
High School Graduation and Services for OSY			
3A) By the end of the 2022-23 performance period, 70% of students in grades 9-12 who participate in MEP supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.	Director Report	Project Directors	End of regular term annually
3B) By the end of the 2022-23 performance period, 70% of migratory secondary students in grades 9-12 will participate in instructional services.	MIS2000	Project Directors or data specialists	By August 31 annually

MPO	How collected	Who collects	Timeline
3C) By the end of the 2022-23, 45% of migratory OSY will participate in instructional services.	MIS2000	Project Directors or data specialists	By August 31 annually
3D) By the end of the 2022-23 performance period, 70% of migratory secondary students and OSY who have a learning plan will make progress on their plan (through such outcomes as earning credit, completing courses or micro credentials, English progress, etc.)	Director Report	Project directors, OSY educators	By August 31 annually
Family and Support Services			
4A) By the end of the 2022-23 performance period, 90% of migratory families and OSY that reported needs on the MEP family needs assessment will receive support or referrals aligned to their needs.	Family Needs Assessment, Director Report	Project directors, MEP staff	By August 31 annually
4B) By the end of the 2022-23 performance period, 80% of migratory parents who receive MEP parent training and respond to the parent survey will report that the training helped increase their ability to support their children's education.	Parent Survey	MEP Parents attending activities	Following each activity

Implementation Evaluation

Data on migratory children and services are collected by the State from each LOA. Data sources include migratory parents, recruiters, migrant program administrators, and other staff as appropriate. In addition, the State will develop a Fidelity of Strategy Implementation (FSI) rubric to determine the level of implementation of the new strategies in the SDP. LOAs and the program evaluator will use the form to document methods of strategy implementation and documentation maintained locally. A summary of FSI ratings and implementation data will be included in the evaluation report.

Data also will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State data collection and reporting system). Data analysis procedures will include descriptive statistics based on New Mexico migratory student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated, tests of statistical significance will be completed, and trend analyses done.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for local level implementation, and the State is required to ensure that its local projects comply with the comprehensive State plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The Committee considered the following key questions when identifying implementation methods.

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should sites keep onsite about strategy implementation?

ELA and Mathematics

Strategy	Implementation Methods	Use of MEP Funds	Documentation
<p>1.1) Advocate for migratory student participation in supplemental instructional services such as tutoring, extended school day or supplementary online instruction for students to improve reading and math achievement and use MEP funds for direct instruction when other resources are unavailable.</p>	<ul style="list-style-type: none"> • In-school/after school tutoring • Weekend or semi-weekly camps or clubs • Supplemental instruction • Assistance accessing existing instructional support 	<ul style="list-style-type: none"> • Educational materials to include technology devices and school supplies • Stipends • Tutors 	<ul style="list-style-type: none"> • Pre/post assessments • Sign-in sheets • Participation records • Staff schedules
<p>1.2) Provide migratory students with evidence-based supplemental summer instruction designed to address learning loss through enrichment activities and/or services to eliminate barriers to participation.</p>	<ul style="list-style-type: none"> • Summer instruction that lasts 2-4 weeks, four days each week • Summer camp • High schoolers help younger students • Invite parents to school and/or evening program • STEAM PBL • Two full-day sessions addressing PBL with two teachers; parents invited last day • Literacy night; provide students with a small bag with books at their level • Curriculum-based assessments or rubrics 	<ul style="list-style-type: none"> • Staffing for summer program • Materials • Transportation • Coordination with food services 	<ul style="list-style-type: none"> • Attendance, participation • Job descriptions • Lesson plans • Agendas • Sign-in sheets • Evaluation • Pre/post assessments

Strategy	Implementation Methods	Use of MEP Funds	Documentation
1.3) Address barriers to migratory student participation in summer programs when available through the district with MEP-funded activities such as transportation, extended hours, or additional tutoring (in-person, virtual, and/or home visits).	<ul style="list-style-type: none"> • Stipends for high school students to co-tutor alongside mentors • Literacy/math nights • STEM geared events • Transportation • Extended summer program hours • Virtual MEP instruction • Home visits 	<ul style="list-style-type: none"> • Materials • Transportation • Staffing for summer camps • Educational materials 	<ul style="list-style-type: none"> • Lessons plans • Agendas • Sign-in sheets • Attendance, participation • Pre/post evaluation or assessment

School Readiness

Strategy	Implementation Methods	Use of MEP Funds	Documentation
2.1) Provide information and advocacy about local/online preschool programs and referrals to preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, fees for existing preschool programs, and wrap-around preschool instructional and community services to match parent schedules.	<ul style="list-style-type: none"> • Meet with representatives from all early childhood organizations in the community to discuss possibilities for more student slots • Monthly home visits • Registrations in the community and at schools and daycare centers. • Flyers posted in the community • Hire liaisons and/or recruiters • Parent surveys 	<ul style="list-style-type: none"> • Transportation for students • Pay for additional teachers and facilities to open more student slots • Additional evidence-based materials • Transportation for home visits • Liaisons/recruiters • Time and expenses for attending meetings 	<ul style="list-style-type: none"> • Meeting notes • Agendas • Meeting sign-in sheet • Home visit sign-ins • Registration forms • Parent surveys • Family needs assessments • Parent contact logs • Copy of flyers posted in community • Purchase orders
2.2) Advocate for or provide hands-on parent training to include accessing virtual or remote learning and provide follow-up with MEP home liaisons to assist with technology issues (e.g., MEP staff assist parents with accessing Waterford materials).	<ul style="list-style-type: none"> • Parent meetings • Technology resource center • Home visits for technology support • Parent nights with data system, remote instruction, and technology themes 	<ul style="list-style-type: none"> • Meals for parent meetings • Pay for technology resource center fees • Devices for check out 	<ul style="list-style-type: none"> • Meeting notes • Agendas • Meeting sign-in sheet • Purchase orders • Parent surveys • Family needs assessments • Parent contact logs
2.3) Provide expanded internet services and other technological devices (e.g., tablets, laptops, software) for home use when other sources are unavailable.	<ul style="list-style-type: none"> • Mobile hotspots and devices for those in need • Device training • Partnerships with schools for devices • Software subscriptions 	<ul style="list-style-type: none"> • Purchase mobile hotspots and devices • Training expenses 	<ul style="list-style-type: none"> • Inventory sheets for hotspots and devices • Parent/student contracts for devices issued • Purchase orders

Strategy	Implementation Methods	Use of MEP Funds	Documentation
2.4) Provide readiness instruction and services to migratory children to meet developmentally appropriate benchmarks on a school readiness assessment such as the ASQ-SE.	<ul style="list-style-type: none"> • Learning activities and workshops to promote developmental advancement along the benchmarks • Summer programs • Home visits • Pre/post assessments 	<ul style="list-style-type: none"> • Meals for workshops • Training to administer ASQ • PreK educational website subscriptions (e.g. ABCMouse.com) • Transportation for home visits • School readiness information for parents 	<ul style="list-style-type: none"> • Meeting notes • Agendas • Meeting sign-in sheet • Home visit sign-in • Assessments and data • Purchase orders

High School Graduation and Services for OSY

Strategy	Implementation Methods	Use of MEP Funds	Documentation
3.1) Provide migratory students in grades 9-12 supplemental instructional services with flexible scheduling that meet needs with regular evaluation (Next Step Plan). (Activities may include tutoring, summer school, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement, and other State-approved instructional services that supplement available services.)	<ul style="list-style-type: none"> • Provide online or computer-based support for credit accrual during the summer school • Tuition for credit recovery • Tutoring • Summer/Intersession school • Extended school day • College and career readiness support • Online instruction to improve core content achievement • Fill out Next Step Plans for each high school student • Use osymigrant.org materials with high school students 	<ul style="list-style-type: none"> • Staff • Technology (hardware and software) • Instructional supplies and materials • Transportation • Tutoring • Materials, time, and facilities • Innovative educational technologies 	<ul style="list-style-type: none"> • Next Step plans • Participation records • Flyers • Results from computer or app-based instruction • Newsletters • Surveys • Technology/equipment sign-out sheets • 504/IEP Information
3.2) Assist migratory students participating in remote learning by eliminating barriers through such activities as facilitating internet access and loaner laptops for students--using MEP funds when other resources are unavailable--and providing technology support for understanding remote learning tools and engaging students in academic activities.	<ul style="list-style-type: none"> • Meetings with secondary students about college and career readiness • Guest speakers • Field trips • MOUs with programs • Provide face to face/ Zoom and/or video tutorials 	<ul style="list-style-type: none"> • Staff • HEP and CAMP information • Resources and referrals for HSE • Technology/equipment (hardware and software) 	<ul style="list-style-type: none"> • Referral records • Needs assessments • OSY referral form on parent contact log • MOUs

Strategy	Implementation Methods	Use of MEP Funds	Documentation
<p>3.3) Provide (and follow-up with referrals and support) access to services and resources that meet the needs of students at risk of dropping out of high school and OSY, such as high school equivalency programs, adult basic education, credential programs, HEP, CAMP, or re-enrollment in school.</p>	<ul style="list-style-type: none"> • Meetings with secondary students about college and career readiness • Guest speakers • Field trips • MOUs with programs • Meet with high school counselors • Fill out Next Step Plans for each high school student • Fill out family needs assessments • Use osymigrant.org materials with high school students and OSY • Home visits • Site-based program 	<ul style="list-style-type: none"> • Staff • HEP and CAMP information • Resources and referrals for HSE • Pay for support services if no other means are available 	<ul style="list-style-type: none"> • OSY student profiles • Referral records • Needs assessments • OSY referral form on family needs assessment • MOUs • Agendas • Surveys • Pre/post assessment results • Learning plans • Next Step plans
<p>3.4) Build connections with OSY and at-risk secondary migratory students to determine needs; provide appropriate services including credit accrual, English language instruction, or instruction in life skills, parenting skills, family literacy skills; and make connections with communities and services providers.</p>	<ul style="list-style-type: none"> • Home-based or field-based instruction • Recruiters providing services • Follow-up with OSY to facilitate participation • Utilize lessons from the iSOSY website (osymigrant.org) • Provide meeting/recruitment materials and supplies 	<ul style="list-style-type: none"> • Staff who can meet OSY away from the school to implement iSOSY lessons • List of support services providers • List of educational services providers • Meeting/recruitment materials and supplies 	<ul style="list-style-type: none"> • OSY assessment results and lesson • OSY profile • Services records • Needs assessment results • Participation records

Family and Support Services

Strategy	Implementation Methods	Use of MEP Funds	Documentation
<p>4.1) Use MEP staff time to deliver support to help eliminate barriers to education through one or more of the following activities in the next column.</p>	<ul style="list-style-type: none"> • After completion of the COE, complete needs assessments and provide just-in-time support aligned to needs • Provide supplemental support and educational materials such as school supplies, summer learning materials, shoes/clothing, transportation and/or remote learning access for school-related needs using MEP funds when other resources are unavailable • Collaborate with community/school resources that focus on mental and behavioral health 	<ul style="list-style-type: none"> • MEP staff • Educational materials • Summer learning materials • Necessary shoes/ clothing when unavailable through other sources • Transportation • Remote learning access 	<ul style="list-style-type: none"> • Sign-in sheets • Evaluations • Agendas • Notes • Parent contact log • Services logs

Strategy	Implementation Methods	Use of MEP Funds	Documentation
	and counseling/social work services <ul style="list-style-type: none"> • Offer resources to OSY and at-risk secondary students to facilitate participation in school: e.g., services or donations like hygiene products, gloves, and English learning resources, transportation, resources from the osymigrant.org website 	<ul style="list-style-type: none"> • Collaborations for services • Materials and resources for OSY to access instructional support 	
4.2) Contact families within 10 days of COE approval to determine needs and create services plans as appropriate.	<ul style="list-style-type: none"> • Recruiters provide follow-up contact • Family liaison contacts families • Director contacts families • Mentor contacts families • Create a local list of available services 	<ul style="list-style-type: none"> • MEP staff • Supports services such as educational materials • Coordinating with partners to address needs 	<ul style="list-style-type: none"> • Parent contact log • Family needs assessments • Services plans • Needs assessments
4.3) Provide ongoing parent education, engagement activities, and migrant PAC meetings designed to help parents communicate with the school, support their children’s educational goals, and be engaged in their children’s education. Activities should address school readiness, ELA, math, graduation, and/or technology/remote instruction strategies for the home.	<ul style="list-style-type: none"> • Monthly parent meetings • Present at community fair • Present at parent-teacher conferences • Videos that parents can use with their children at home • Monthly parent phone calls • Literacy and math nights • Remind, Ready 4K, Class Dojo to stay in contact with parents 	<ul style="list-style-type: none"> • Pay for guest speakers • Meeting materials • Food for parent meetings • Subscriptions to messaging services and instructional materials • Staff time 	<ul style="list-style-type: none"> • Parent meeting agendas • Sign-in sheets • Parent surveys • Meeting notes • Flyers or invitations

Following is the **MEP logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the MEP logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you’ve arrived?

New Mexico Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>Systems:</p> <ul style="list-style-type: none"> -MEP funding -MEP staff (coordinators, recruiters, data entry clerks, parent liaisons, instructors) -State CNA, SDP, evaluation -Intrastate collaboration -Interstate collaboration <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Local pre- and post-assessments -Demographic data -Assessment data (ELP assessment, State assessment, etc.) -504, IEP information -Graduation rates -Family needs assessments -Early learning assessment data <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -Consortium materials -Language lessons -College awareness & GED materials -Family engagement materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Instructional services (reading and math tutoring, after school programs, summer programs, school readiness, counseling sessions, home- or site-based, etc.) -Credit accrual/recovery -College and career readiness activities -Goal setting sessions with K-12 and OSY -Discovery programs (field trips, extracurricular programs) -Technology support at home and school -Tuition support for PreK programming -Health screenings and other support services -Migrant mentor and advocacy programs <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy/numeracy events) -At-home support for education -Home visits, parent contacts -Book and food distribution <p>Training:</p> <ul style="list-style-type: none"> -Staff/tutor training and development including academic and technology integration strategies 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising and college and career readiness activities -Individual Migrant Education Plans completed -Enrollment in pre-K programs -Books/food distributed -Health screenings completed -Technology support provided <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy/numeracy events <p>Training outputs:</p> <ul style="list-style-type: none"> -Staff participation in training -Use of evidence-based curriculum -Technology integration in lessons 	<p>Student outcomes:</p> <ul style="list-style-type: none"> - Gains on curriculum-based assessments in ELA and math -Proficiency or gains on the MEP preschool assessments -Mastery on OSY Consortium assessments <p>Family outcomes:</p> <ul style="list-style-type: none"> -Parents understand and access the services available -Parents can identify the needs of their children and know how to get help -Survey results <p>Training outcomes:</p> <ul style="list-style-type: none"> -Increased staff knowledge and use of strategies and evidence-based curriculum -Survey results 	<ul style="list-style-type: none"> -Interim performance targets met on the State assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at MEP events, school functions, and the educational environment -Increased percentage of students on track for graduation. 	<ul style="list-style-type: none"> -Percentage of migratory students scoring below proficient on the State assessment in ELA and math reduced by half -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a Next Step Plan for college or career readiness -Increased percentage of students entering at the kindergarten-ready level -Increased percentage of students enrolled in postsecondary education

Migratory Children Identified to Receive Priority for Services

Each LOA participating in the MEP is required to maintain priority for services (PFS) data for each eligible migratory child being served at the LOA. PFS data include determinations in MIS2000 and accompanying documentation for PFS determinations. The PFS data and determinations are intended to assist LOAs in determining which migratory children should receive services first. Following is the definition of PFS (Title I, Part C, Section 1304 (d)).

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or
- (2) have dropped out of school.

To be designated as PFS in New Mexico, a migratory child must meet at least one item in both criteria displayed in Exhibit 12.

Exhibit 12: Criteria for Identifying PFS Migratory Children

Criterion 1	
Note: In order to meet this criterion, a child must have a QAD in the previous 1-year period, as evidenced by an New Mexico COE. MEP cannot accept another state's COE without making its own eligibility determination.	
	QAD within the current or previous performance period (September 1 to August 31 annually)
Criterion 2	
Note: A student must have at least one of these items checked to be considered PFS. Items in this section must be the most recent data available, at least within the previous two years. LOAs may select all that apply, but proficiency on state assessments and dropout status should be considered first.	
	Student has dropped out of school
	Student did not pass a New Mexico State Assessment in ELA or math
If the information above does not apply or is not available, consider the following:	
	Student is not proficient on a standardized district assessment
	Student is an out-of-school youth
	Student is classified as an English learner as defined by the most recent assessment available
	Student was retained or repeated a grade
	Student's grade placement is not age appropriate
	Student is behind on accruing credits towards graduation requirements
	Student has missed 10 or more days of school
	Student is not school ready according to state school readiness benchmarks
	Student is homeless

How PFS Students are Targeted for Services and Reporting

LOAs must target PFS students for services first and in the event that a waiting list for services is necessary, ensure that PFS students are placed in services first. In the MEP sub-allocation formula, the State gives weight to programs with relatively high percentages of PFS students. Locally, if there is limited space in any program funded or coordinated with the MEP, PFS students are placed at the top of the list for participation.

In reporting, the MEP disaggregates for PFS students, non-PFS students, and all migratory students as long as the disaggregation is a large enough number on which to base conclusions (typically $N > 30$). The disaggregation is made for State assessments and any MPOs based on individual achievement on assessments or individual participation in a service.

Identification and Recruitment Plan

Eligibility for services through the MEP is determined according to the Title I, Part C, Education of Migratory Children section of ESSA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, Office of Migrant Education (March 2017).

Children are eligible to receive New Mexico MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the New Mexico COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key eligibility information and then certification by the State Director or designee that the recruiter’s determination is correct.

The goal of identification and recruitment is to ensure that all eligible migratory children and youth have access to appropriate program services that will help them learn and achieve high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for ID&R and enrollment are needed. New Mexico developed an ID&R Manual in January 2018 ([NM ID&R Manual](#)). The purpose of the manual is to provide migrant coordinators, recruiters, and staff information needed to ensure the child(ren) of migratory families are identified in order to meet the requirements in ESSA.

Migrant education recruiters are responsible for local identification, recruitment, and enrollment of migratory students. MEP recruiters find, identify, and enroll migratory students; confirm their eligibility; and conduct ongoing data checks designed for quality control. Each site is responsible for maintaining the migratory student database (MIS2000).

The designated State ID&R Coordinator ensures that quality control procedures are in place and monitored, are shared with sub-grantees, and are clearly spelled out through training and

ongoing technical assistance. In addition, the ID&R Coordinator reviews and approves eligibility determinations and makes final decisions about eligibility questions as well as monitoring recruitment to ensure that all eligible migratory students are identified.

Components of ID&R include eligibility determinations, the COE, the migratory student database and record transfer system, the child count, quality control, and collaboration with migrant service providers throughout the State. These components result in migratory student enrollment in the MEP system, ultimately allowing for service provision that targets the educational services needed by individual migratory students while they are in New Mexico.

Training for Identification and Recruitment Staff and District MEP Coordinators

At a minimum, ongoing training on ID&R includes the following topics:

- Knowledge of MEP eligibility definitions
- Understanding of the decision-making process used to determine eligibility for the MEP
- Knowledge of local agricultural production and processing activities
- Familiarity with local growers, farmers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE
- Quality control in ID&R
- Interview skills
- Process for resolving eligibility questions
- New Mexico MEP ID&R policies and procedures
- Process for resolving eligibility issues

Additional resources that help with the ID&R of eligible migratory students include:

- **District personnel** can assist with ID&R by distributing enrollment surveys to new families to find those who have moved in the previous 36 months for agricultural employment.
- **School staff** are valuable resources for ID&R because of their regular interaction with potential migratory students. Particularly, MEP staff, including the Federal Programs Director, recruiter, or records staff are trained to maintain appropriate records and enter them into MIS2000 in a timely manner.
- **Parents, students, and other migratory families** can be accessed through the MEP and are valuable resources in the recruitment of additional migratory students arriving in school districts throughout New Mexico.
- **Other community level resources** include migrant farmworker employers, community gatherings/functions, HEP/CAMP programs, migrant service agencies, community service organizations, and health providers.

ID&R Consortium

To promote interstate coordination and benefit from resource sharing around ID&R, New Mexico is a member of the Identification and Recruitment Consortium (IDRC). IDRC is led by Nebraska with 25 member states. The overarching goal of IDRC is to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted by: (1) building a cadre of trained recruiters and MEP staff to increase the proper and timely ID&R of migratory children; (2) creating and disseminating ID&R capacity building tools to improve recruiters' and other ID&R staff's capacity to conduct ID&R and use data to inform ID&R; (3) developing an electronic system that streamlines ID&R tracking to increase recruiter efficiency/recruitment time; (4) coordinating with agribusinesses employing migratory workers and agencies serving them to build/optimize relationships to facilitate ID&R; (5) revising/developing state ID&R plans to include credit accrual policies to meet students' unique needs; and (6) preparing materials on keeping safe and healthy when conducting ID&R.

Roles and Responsibilities

The responsibilities of the State MEP Director, district migrant coordinator, and recruiters are outlined in the ID&R Manual. These responsibilities show lines of communication and responsibility and give shape to the Quality Control Plan (described below). In general, the **State MEP Director** is responsible for providing (or contracting to provide) the review of the accuracy of eligibility determinations, the accuracy of data, and the training of migrant staff and records clerks.

The **district migrant coordinator** is responsible for ensuring eligibility information and information about student achievement and services are transferred to the State; overseeing the duties of the recruiter; and coordinating all MEP support and instructional services.

Recruiters are responsible for direct contact with families for determining eligibility, keeping accurate records of eligibility interviews, and identifying eligible families in the regions for which they are responsible.

The full list of job responsibilities may be found in the ID&R Manual.

Quality Control Plan

The New Mexico MEP Quality Control Plan provides a process to ensure that only eligible migratory children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. This plan reflects the regulatory requirements of 34 CFR § 200.89.

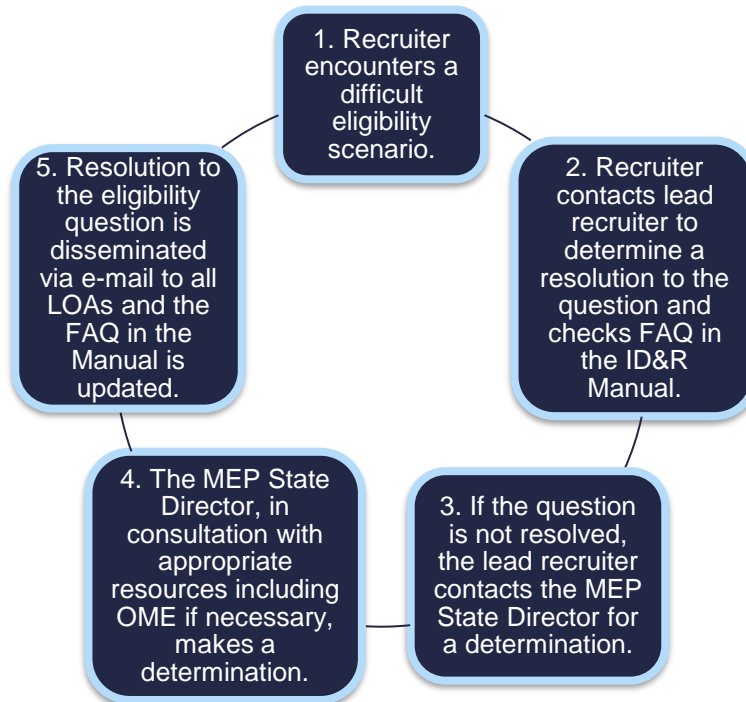
The Quality Control Plan in the ID&R Manual includes information about the following components:

1. Training for recruiters on various aspects of the job (minimum of four trainings annually, or more if needed.) Trainings are offered from various sources including IDRC, statewide training, regional training, and one-on-one support. Formats may include virtual and in-person training.

2. Recruiters are required to take and successfully pass an assessment of eligibility knowledge such as the IDRC assessment before they may independently complete COEs.
3. A designated reviewer for each COE verifies that, based on the recorded data, the child is eligible for MEP services.
4. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies is in written form below.
5. The State MEP Director or their designee provides final approval for all COEs.
6. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the ID&R practices of individual recruiters.
7. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
8. A process for implementing corrective action in response to internal audit findings and recommendations.

Resolving Eligibility Questions Flowchart

When MEP staff or recruiters encounter questions related to the eligibility of a particular student or family, the State uses the following process for resolving questions and disseminating guidance on the responses.



Parent Involvement Plan

Parents' Roles

From the federal guidance on parent involvement, the term "parental involvement" is defined as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA].

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with the ESEA, **the New Mexico MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.**

The parent involvement provisions of Title I, Part A of the ESEA stress the following: shared accountability between schools and parents for high student achievement; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their own child's academic achievement.

Implementation of parent involvement at the local level includes establishing a PAC at each funded MEP site. The local PAC determines membership, elects officers, and designates representatives to the statewide PAC. Local parent involvement plans involve the following four interrelated activities:

- Participation in state and local **needs assessment** to determine services needed to be provided by the State and local districts/schools to support the involvement of migratory parents.
- **Dissemination and sharing of information** and materials about parent involvement activities and ways in which parents can be actively involved in their children's education.
- **Representation at statewide planning meetings** with state and local MEP staff (meetings such as SDP and CNA committees).
- Development of the **State and local parent involvement and PAC plans** including election of officers and designation of representatives to the MEP PAC.

The four activities required for local plans are described below.

1. Needs Assessment

Parents provide feedback on State and local needs assessment surveys, participate in focus groups, and discuss needs at local and State PACs. Surveys and focus group results are compiled and summarized for distribution to all stakeholders including parents, MEP staff, local school district personnel, and State MEP and Title I staff. Results are used by committees at the local and State levels for the purpose of planning and designing MEP services to the extent that available funds and regulations allow.

2. Dissemination of Information

Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent involvement include:

- PAC meetings;
- literacy nights;
- teaching parents about educational games;
- supporting dual language development in the home; and
- parenting education.

3. Representation at Planning Meetings

The State PAC selects at least one representative to serve on statewide planning meetings to ensure that parent views are represented and communicated with the rest of the State and local PACs about decisions made regarding the education of migratory children. Most recently, parents were involved in the New Mexico MEP CNA and SDP processes:

- The president of the State PAC was present and provided input at all SDP meetings.
- SDP meeting results were discussed during PAC meetings to get parent input, which was shared in the meeting minutes and representation on the SDP Committee.
- Parents are partners in the implementation of the SDP through discussion of children's results and providing feedback regarding the quality of instructional and parent involvement efforts at the local level.

4. State and Local Migrant PACs

The MEP and its sub-grantees (LOAs) must establish and consult with PACs in the planning and operation of an MEP at least twice during a regular year program. LEAs must establish a PAC with representation of eligible migratory parents, and the SEA must establish a statewide PAC with representation from the LOAs (eligible migratory parents). At least two State PAC meetings are held annually. When statewide meetings are conducted via webinars, it is the

responsibility of the local MEP to secure access to the webinar at local facilities and/or provide transportation to the appropriate locations.

Migrant PAC membership consists primarily of migratory parents or the guardians of eligible migratory children and can also include school personnel who represent the interests of migratory parents. Parents who are interested in participating in regional and State PACs may contact their local MEP program for more information. Membership, officers, and the designation of representatives are governed by by-laws established by each local PAC. The goals of the Migrant PAC are:

- to provide parents with the knowledge and skills needed to be an effective advocate for their child;
- to provide parents the opportunities to have a voice in the MEP; and
- to provide parents the opportunities to provide support to school programs.

Migrant PACs function to advise the LOA on concerns of migratory parents that relate to the planning, operation, and evaluation of the MEP. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance, and provide suggestions and ideas regarding the effectiveness and improvement of the MEP. New Mexico's State PAC is comprised of parent representatives from each MEP-funded LOA.

The New Mexico MEP views parents as collaborators with the schools in the education of their children. However, because of work schedules—especially during the summer months—as well as family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. Through the interaction that occurs between parents and migrant advocates, there is strong communication and trust, allowing a close working relationship with staff of the local MEP.

Student Records Exchange and MSIX Usage Plan

New Mexico uses **MIS2000** as its database for all data elements related to migratory children in the State. MIS2000 allows states to store data from COEs, education records, health information, as well as additional information (such as evaluation data) the State needs to collect. MIS2000's reporting tools allow preinstalled reports, the creation of reports, print copies of COEs, eligible student counts, as well as federal performance reports.

Student, Teacher Accountability Reporting System (STARS): STARS is a collaborative effort of the New Mexico Legislature, Public Schools, and the PED. It is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's PreK through grade 12 public education system. The purposes of the system are to:

- meet the current State and federal reporting requirements;

- improve education decision-making through the use of high quality decision support tools;
- provide a longitudinal data system of student progress and educational history over time; and
- report timely and accurate education data to State and federal education stakeholders.

Migrant Student Information Exchange (MSIX) is a web-based portal that links states' migratory student record databases to facilitate the national exchange of migratory students' educational information among the states. MSIX produces a single, consolidated record for each migratory child that contains the information from each state in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children. New Mexico has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to <http://msix.ed.gov>. MEP recruiters and data entry staff have access to MSIX and use the data to facilitate enrollment, placement, and credit accrual. The State maintains user access agreements and has described the records transfer process in the Records Exchange Manual on file with PED.

Data System Training

The SDP Committee recommends three to four trainings annual regarding State and federal reporting, evaluation documentation, and records exchange. Additional training may be necessary when there are substantial changes to reporting requirements or changes in staffing. Topics the Committee suggests for MIS2000 training include the following.

- MIS2000 basics
- Understanding the MEP reporting period
- MIS2000 procedures
- COE data flow and approval process
- Navigating the system
- Student enrollment procedures and requirements
- Requirements for data entry, PFS documentation, documenting services, course history, etc.
- Using MIS2000 data in reports and for providing services
- Integration of MIS2000 and MSIX and best practices for use of each system

Similar to ID&R training, data system training may be provided by outside experts, State staff, or others with knowledge of the data systems and procedures.

Implementation and Accountability in Local Programs

Local-level Communication and Professional Development

Collaboration and resource sharing around the MEP SDP will be undertaken beginning in the summer of 2022. Full implementation of the SDP will begin in the fall of 2022 following the alignment that will be done among the MEP application, sub-allocation process, evaluation systems, and the updated MEP SDP.

The MEP provides extensive professional development to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local, State, and national trainings are provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on math and literacy strategies, strategies for early learning, and strategies for high school graduation and college and career readiness.

Improving educator quality for serving migratory children and youth is built into the strategies and MPOs contained in this SDP. Professional development is both part of the State plan and an expectation for local programs. State objectives supporting the professional development of MEP staff include:

- preparation and background to support educators to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- creation of a professional development framework that supports sustained, ongoing, instructional improvement.

Within this framework, the MEP and its LOAs offer and/or participate in professional development activities such as the following.

- CNA and SDP meetings
- State and regional training on ID&R, migrant services, and data collection
- Annual evaluation and data collection meeting
- Consolidated grant application training and technical assistance
- ID&R meetings for recruiters and project administrators
- Interstate Coordination and CIG meetings and training
- Annual New Directors' Orientation/Directors' Meetings

Following are examples of national and local resources in professional development that the MEP will employ for both migrant staff and in some cases for regular school personnel who work with migratory children. The organizations represented below have print materials,

presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many also have resources in ELA, math, school readiness, parent involvement, ID&R, and graduation from high school. Following the list of national resources is a list of professional development opportunities in New Mexico identified by the SDP Committee.

- The **Association for Migrant Educators of Texas (AMET)** sponsors an annual conference for migrant education professionals in Texas. Because many migratory students are home-based in Texas, the annual AMET conference often includes sessions relevant to receiving state educators. <http://www.ametx.org/>
- The **High School Equivalency Program (HEP)** is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training. The HEP website is found at: www.ed.gov/programs/hep/index.html
- The **Identification and Recruitment Consortium (IDRC)** promotes interstate coordination for ID&R leading to improved educational continuity for migratory students. <http://www.idr-consortium.net/>
- The **Inspire and Innovate: The Migratory Parent Action Coalition (I2MPACT) CIG** was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities. <https://www.i2mpact.org/>
- **Interstate Migrant Education Council (IMEC)**: IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth. <http://imec-migrated.org/>
- **Instructional Services for Out-of-school and Secondary Youth (iSOSY)** is a CIG funded by OME at the U.S. Department of Education (USDE) to build capacity in states for providing instruction for OSY and at-risk secondary students. The website is found at <http://www.osymigrant.org/index.htm>
- The **Migrant Literacy NET** is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills. <https://www.migrantliteracynet.com/>
- The **Migrant Services Directory: Organizations and Resources** provides summaries and contact information for major federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf
- The **National Association of State Directors of Migrant Education (NASDME)** offers its annual National Migrant Education Conference held in the spring. The MEP typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org

- The U.S. Department of Education’s **Office of English Language Acquisition** provides a Summit for English language learners with a strand and sessions for migrant education. For more information, see <http://www2.ed.gov/about/offices/list/oela/index.html>
- The **OME** administers grant programs that provide academic and supportive services to eligible migratory students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children.
- **Pew Hispanic Center** is a research organization and “Fact Tank” in Washington, DC, that is supported by the Pew Charitable Trusts, to improve understanding of the U.S. Hispanic population and to chronicle Latinos’ growing impact on the entire nation. The website is found at www.pewhispanic.org
- The **Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits <https://www.npcpass.org/>
- The **RESULTS** website has many resources for technical assistance, state contact information, events, CNA, SDP, and evaluation. <https://results.ed.gov/>
- **What Works Clearinghouse** is a central and trusted source of scientific evidence for what works in education to improve student outcomes. It has reviews of thousands of studies on hundreds of education programs, products, practices, and policies. It maintains accurate information on education research and conducts thorough reviews of the research literature to critically assess the evidence presented. <http://ies.ed.gov/ncee/wwc/>

The following are collaborators and potential collaborators for disseminating information about the New Mexico MEP and sources of training for improving instruction to migratory students.

- **Dual Language Education of New Mexico (DLeNM):** DLeNM is a non-profit organization serving the professional and informational needs of New Mexican communities who wish to develop, refine and/or implement dual language education programs. Its mission is to develop, support, and advocate for high-quality dual language enriched education in New Mexico. <http://www.dlenm.org/>
- **New Mexico Association for Bilingual Education (NMABE):** The mission of NMABE, a diverse, dedicated community of education stakeholders, is to foster, encourage, and promote bilingualism for all children in an environment that nurtures the rich cultural and linguistic diversity of the State through advocacy, professional development, networking and current research application and dissemination. <http://nmabe.net/>
- **La Cosecha Dual Language Conference:** *La Cosecha* Dual Language Conference sponsored by DLeNM brings together over 1,500 participants from across the U.S. representing two-way immersion, one-way developmental bilingual, and one-way heritage language immersion programs nationally. *La Cosecha* offers the opportunity to

share experience and knowledge, as well as a time to network and “harvest” the best of the state’s multilingual/multicultural communities. <http://www.dlenm.org/>

- **New Mexico Coalition of School Administrators (NMCSA):** Professional development is a cornerstone of the NMCSA. The field of educational leadership is changing so rapidly that what was recently cutting edge may not necessarily be current best practice. One of the major benefits for members is access to quality professional development activities that are responsive to the members’ needs. <http://www.nmcel.org/>
- The mission of creating **Mathematically Connected Communities (MC²)** is to improve student achievement and the teaching and learning of K-12 mathematics by building a statewide learning community of mathematics educators, mathematicians, and public school leaders. Activities include standards workshops, EL support strategies, regional trainings, and professional development. <http://mc2.nmsu.edu/>
- The **Center for the Education and Study of Diverse Populations (CESDP)** at New Mexico Highlands University is an educational diversity center that provides systemic and sustained professional learning for teachers, administrators, and parents. The mission of CESDP is to assist communities to improve the quality of education for students, families, educators and community members. <http://www.cesdp.nmhu.edu/>

Sub-granting Process

The SDP is implemented at the local level through grants to local projects. The State MEP uses the sub-granting process as a means of ensuring that LOAs are implementing their programs with fidelity to the SDP. Section 34 C.F.R. § 200.83(c) requires the SEA to ensure its LOAs comply with the plan. In the requirements for local project applications, PED has established expectations for what LOAs must address to receive funding. Critical components of the local project application include:

- local needs assessment;
- assurance that the local project will work to achieve the State MPOs and implement the strategies in the SDP;
- additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);
- activities to put the strategies into operation, included in a project plan;
- an evaluation and data collection plan;
- descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, and summer activities; and
- a budget.

Project applications are evaluated against descriptions of how they will implement the strategies (which are listed in the applications) and the extent to which the described activities align with the SDP and the State’s Project Plan. All requests to modify grants after they have been

awarded require an explanation of the rationale for the change and supporting data that outlines how the proposed change aligns with the SDP.

Methods for documentation of implementation of the SDP are described in the Project Plan and the Evaluation Plan. Districts must describe the process they use for annually reviewing and evaluating the effectiveness of the use of Title I-C funds to ensure that (a) migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, have support to effectively participate in school; (b) there are increases in the achievement and graduation rates of migratory children; and (c) revise the activities to be provided as necessary based on the results of the evaluation.

Monitoring and Accountability

Monitoring of local MEPs is the responsibility of the PED. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

The State's monitoring plan includes a risk-factor analysis for prioritizing monitoring visits that includes how recently the LOA applied for MEP funds, staff turnover, previous monitoring results, evaluation results, and other factors specific to the area being monitored. LOAs that are not receiving an onsite visit in a given year receive desk monitoring where the project application, budget, data reporting, compliance, and assessment results are reviewed over the phone. To ensure that all sites are implementing the SDP with fidelity, the State makes every effort to visit all sites at least once every two years.

In the spring of the current year, LEAs scheduled to be monitored the following year are notified. An official notification is mailed to the superintendent and federal programs director of each district identified for monitoring for the upcoming school year. This notification includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LOA submits the requested documentation which assists the monitor (the State MEP Director) and other monitors as appropriate by providing background and context.

New Mexico PED monitoring staff identify dates and solidify the schedule with directors prior to onsite visits. All project directors receive training and technical assistance through annual webinars or face-to-face meetings attended by the program director and/or designated staff. The onsite reviews are conducted by PED staff. Although it is the district or agency that is monitored, the team visits the schools with applicable programs and interviews building staff. The size of the monitoring team varies depending on the size of the LOA and the number of federal programs monitored. In some instances, the State may determine that a follow-up monitoring visit is necessary to verify implementation of an LOA's corrective actions resulting from its plan for correction.

Technical Assistance to Local MEP Sites

Technical assistance is available through State-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional coordinator in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP).

The PED sponsors activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include:

- New Mexico State website with a link to the state MEP;
- ID&R meetings and trainings for recruiters and project administrators;
- webinars and other trainings;
- statewide and regional migrant PAC meetings;
- State-sponsored meetings around a specific theme or innovation; and
- technical assistance and program compliance monitoring visits from the New Mexico MEP staff.

Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the New Mexico MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. New Mexico will begin implementation of the new SDP with the 2022-23 school year and summer. The SDP will be in effect for three years through the 2025-26 program year with the next update process scheduled to begin in the fall of 2025.

In the summer and fall of 2022, the MEP will continue its strategic planning and systems alignment process by undertaking the following key activities.

- Convene a small workgroup of key decisionmakers to focus on systems alignment. This workgroup will consist of the State MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, and a consultant knowledgeable about the MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Develop frameworks for professional development and parent involvement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the MEP monitoring tool to include accountability for progress made toward meeting the New Mexico MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.