Tennessee Migrant Education Program

State Service Delivery Plan
2024-2027

Federal Programs and Oversight in partnership
with Arroyo Research Services

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Abbreviations

Table 1. Abbreviations

Abbreviation	Definition
ARS	Arroyo Research Services
CCR	College and Career Readiness
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ED	U.S. Department of Education
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ID&R	Identification and Recruitment
IEP	Individualized Education Program
INA	Individual Needs Assessment
iSOSY	Innovative Strategies for OSY and Secondary Youth
LEA	Local Education Agency
LOA	Local Operating Agency
MDE	Minimum Data Element
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	U.S. Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
TEIS	Tennessee Early Intervention System
TN MEP	Tennessee Migrant Education Program

Overview

This report summarizes the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) developed by the Tennessee Migrant Education Program (TN MEP) in 2022-23. It contains state Performance Targets, Measurable Program Outcomes (MPOs), service delivery strategies, a definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment (ID&R), evaluation, and communication across the statewide MEP. Appendices contain meeting agendas and associated working documents used to produce the SDP.

This SDP will be in effect from **September 2024** through **August 2027**.

The Tennessee Migrant Education Program

The Tennessee Migrant Education Program (TN MEP) is a federally funded supplemental program authorized under Title I, Part C of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (Title I, Part C). The program's purpose is to address the unique educational needs of migratory children in accordance with a statewide comprehensive plan that:
   a. is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
   b. provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
   c. specifies measurable program goals and outcomes;
   d. encompasses the full range of services that are available to migrant children from appropriate local, State, and federal education programs;
   e. is the product of joint planning among administrators of local, State, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B or Title III; and
   f. provides for the integration of services available under Title I, Part C with services provided by other such programs.

Children are determined by statute to be a "migrant child" if:
   • the child is not older than 21 years of age,
   • the child is entitled to a free public education (through grade 12) under State law or is not yet at a grade level at which the LEA provides a free public education, and
   • the child made a qualifying move in the preceding 36 months as a migrant agricultural worker or a migrant fisher, or did so with, or to join a parent, guardian, or spouse who is a migrant agricultural worker or a migrant fisher, and the child moved due to economic necessity from one residence to another residence, and from one school district to another (ESSA Sec. 1309(2)).

The TN MEP provides supplemental educational services to children, youth, and families of migratory farmworkers through this same statute. The MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers.

Each state education agency is responsible for the overall use of MEP funds allocated by the U.S. Department of Education (ED). In Tennessee, the Tennessee Department of Education (department) invites local education agencies (LEAs) to apply for subgrants to provide instructional and support services to their K-12 migratory students while statewide program responsibilities related to outreach and enrollment, data collection, federal reporting, and services to Out-of-School Youth (OSY), preschool migratory students,

eligible K-12 migratory children in non-MEP funded districts are contracted through Arroyo Research Services (ARS).

The TN MEP is administered through the department as demonstrated by the chart in Figure 1.

Commissioner of Education

Deputy Commissioner of Operations

Assistant Commissioner Federal Programs and Oversight

Senior Director of ESEA Oversight

Title III and Migrant Education Program Grant Manager

Migrant Education Program Consultant

Statewide MEP Local Operating and Education Agencies
Arroyo Research Services (ARS) / MEP-Funded LEAs
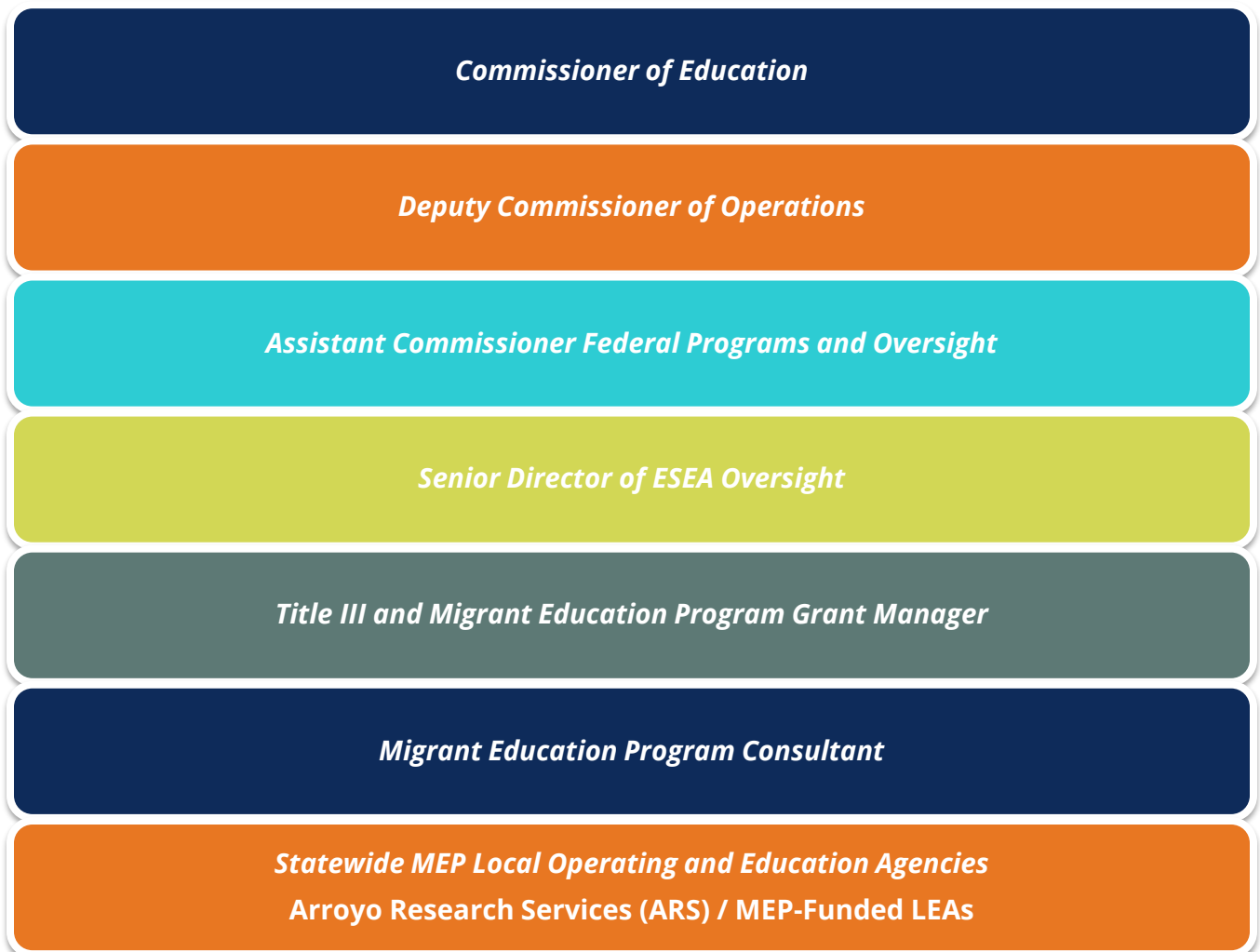
Figure 1. Administration of the TN MEP by the Tennessee Department of Education

Within the TN MEP, operations focus on three key areas:
- outreach and enrollment services,
- parent and family engagement, and
- data collection and reporting.

The ARS Outreach team is responsible for outreach and enrollment of eligible migratory children and youth. The team is composed of recruiters organized by geographic regions, supported by an identification and recruitment (ID&R) specialist and project staff that conduct research and manage logistics for the team. The ARS Services team is organized by grade group with service coordinators for grade groups pre-K, K-12 elementary-middle, K-12 middle-high, and out-of-school youth (OSY). Field Services leaders work with the service coordinators to manage the deployment of tutors across the state who provide in-home lessons and support services to address educational and humanitarian needs of migratory children and their families. The Services team also provides support for parent engagement activities and meetings of the Parent Advisory Council (PAC). The ARS Data team manages the state's MEP data system, MIS2000, integration with

the national database Migrant Student Information Exchange (MSIX) and collaborates with the department's data staff to ensure accurate and timely reporting for federal compliance. Figure 2 shows the structure of the ARS team for the Tennessee MEP as of March 7, 2024.

ORGANIZATIONAL CHART – TN MEP-ARS PROJECT TEAM
Updated March 2024

TENNESSEE DEPARTMENT OF EDUCATION

FISCAL/CONTRACTUAL
ARS Managing Director
CNA/SDP/Evaluation

PROJECT ADMINISTRATION

MEP GUIDANCE

PROJECT SUPPORT
ARS Logistics
Technology
TN Logistics/Research

Outreach Team Lead

Data Team Lead
Data Manager

Services/PAC Lead

Outreach Team Recruiters

Data Team Data Specialist

Field Services Leader

OSY Services Coordinator Statewide

Pre-K-12 Service Coordinators

TUTORS

Figure 2. Organizational Chart of the Arroyo Research Services TN MEP Team

Tennessee Migrant Student Profile Summary

To gain a common understanding of the Tennessee migrant student population, the needs assessment committee (NAC) members reviewed a profile of Tennessee migrant students. The charts below are drawn from the Tennessee migrant student profile provided in Appendix 1 and summarize Tennessee migrant student enrollment, demographics, and performance.

In 2023, there were 1,393 migratory children enrolled in the Tennessee MEP. This is a 15.4 percent increase from 2021–22, and a 42.3 percent increase from 2020-21.

Table 2. Eligible Migratory Students by Age/Grade Level and Year, 2020-2023

Age/Grade	2022-23	2021-22	2020-21
Under 3	60	40	35
3 to 5 (not in kindergarten)	122	134	114
KG	68	53	67
1	56	67	51
2	56	55	57
3	50	65	81
4	67	76	56
5	60	54	65
6	64	61	66
7	55	67	61
8	79	76	64
9	71	68	58
10	55	52	50
11	42	44	52
12	25	26	30
UG	0	0	0
OSY	463	309	107
Total	1,393	1,207	979

Table 3. Priority for Services and English Learners, Migratory Students, 2020-2023

Age/Grade	2022-23	2021-22	2020-21
Priority for Services	367	291	242
English Learners	536	488	499
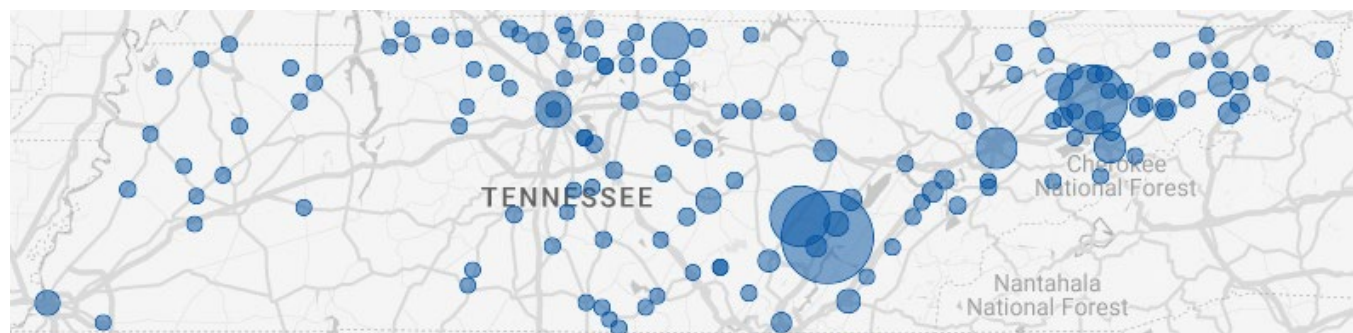
Figure 3. Tennessee Migrant Students by Location

Table 4. English I EOC, 2022

Grade Level	Below	Approaching	Meets	Exceeds
9	33%	50%	17%	0%
10	17%	83%	0%	0%
11	67%	33%	0%	0%
12	50%	50%	0%	0%

Source: n=23

Table 5. Tennessee Comprehensive Assessment ELA, 2022

Grade Level	Below	Approaching	Meets	Exceeds
3	59%	35%	6%	0%
4	38%	50%	13%	0%
5	55%	35%	10%	0%
6	45%	41%	14%	0%
7	73%	27%	0%	0%
8	47%	38%	13%	3%
9	57%	39%	4%	0%

n=198

Table 6. Tennessee Comprehensive Assessment Mathematics, 2022

Grade Level	Below	Approaching	Meets	Exceeds
3	59%	29%	12%	0%
4	44%	46%	10%	0%
5	48%	35%	13%	3%
6	41%	41%	17%	0%
7	69%	27%	4%	0%
8	44%	38%	19%	0%
9	65%	26%	4%	4%

n = 223

Table 7. Individual Needs Assessment Academic Risk Factors, 2022-2023

Academic Risk Factor	Totals	% Yes
1a. Below proficient on one or more TN assessments	127	22%
1b. TCAP ELA marked as below or approaching	132	23%
1c. TCAP MA (math) marked as below or approaching	134	23%
2. Identified as English learner based on WIDA Screener and/or WIDA ACCESS 2.0 annual assessment	362	63%
3. Repeated a grade or course	19	3%
4. Student has missed ten (10) or more days of school	73	13%
5. "D" or "F" grades in more than one subject	106	19%
6. Individualized Education Program (IEP) – student identified as needing special education	23	4%
7. Missing credits for graduation	12	2%
8. Student's age does not match grade level	18	3%
9. ACT score below 20	15	3%

Source: Individual Needs Assessments since September 2022. n=572. Results shown are the percent of all INAs with the box checked.

Planning Process and Organization of the Report

State MEPs funded under Title I, Part C are required to develop a comprehensive SDP in consultation with migratory parents in a language and format they understand, and which is designed to meet State Performance Targets as well as the priority needs identified in the CNA.

This plan updates the TN MEP SDP in accordance with the 2023 CNA and in consultation with the Tennessee Migrant PAC. The new SDP contains all the elements that comprise the cycle of continuous improvement described below: Performance Targets, a summary of the latest CNA, MPOs, Service Delivery Strategies and an evaluation plan. It also includes plans for:

- ID&R
- PFS designation
- Professional development
- Family engagement
- Exchange of student records

Comprehensive Needs Assessment (CNA) Process

The TN MEP conducted a CNA from January 2023 through May 2023, with data collection continuing through Fall 2023 while the SDP was in development. The CNA is a critical part of the cycle of continuous improvement (see Figure 4). The purpose of a CNA is to identify the current concerns and needs of migratory students statewide and to gather suggested solutions and strategies from a variety of stakeholders. Those concerns, needs, and corresponding proposed solutions and strategies, in combination with evaluation results and progress made on past MPOs, inform the service delivery strategies and MPOs in this new SDP.

The Tennessee CNA process followed five steps outlined in the Office of Migrant Education (OME) *Comprehensive Needs Assessment Toolkit*[1]. Committee members used program data and the data and input provided by stakeholders, including the statewide PAC, to create the Migratory Student Profile (Appendix 1), State Performance Targets (Table 11), and Concern Statements with Initial Solutions presented in the tables that follow.

Figure 4. Office of Migrant Education Cycle of Continuous Improvement

Parents contributed their feedback to the CNA. At the spring 2023 state PAC meeting, parents provided perspective to the CNA by identifying which of the services offered by MEP they saw as the priorities for
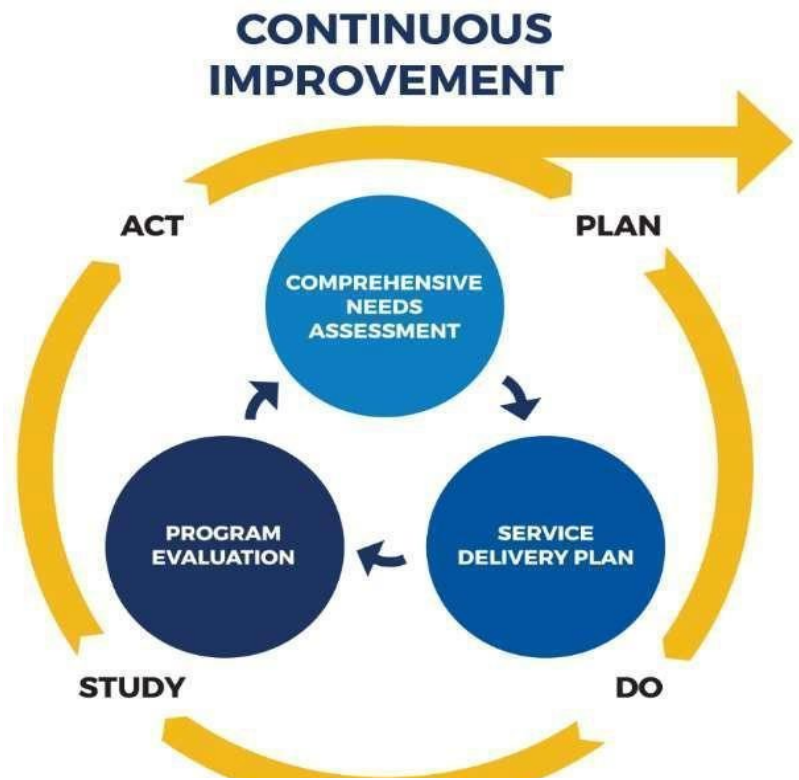
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[1] Migrant Education Program, Service & Delivery Toolkit, (September 2018), https://results.ed.gov/cna-toolkit.

migratory children and families. Through the state PAC, parents met in four regional locations (Knox, Hamblen, Macon and Rhea Counties). The parents in each location were asked to work together to rank a list of services offered by the MEP by level of importance. Three of the four regions identified academic support as their top priority. Supplemental services related to health, nutrition, translation, transportation, and clothing were all ranked in the top three priorities for at least two of the four regions.

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

In addition, a parent focus group was convened in Bradley County to review academic needs parents believe their children have and services parents would like to see to inform the SDP. Parents were also engaged in conversation during the fall statewide PAC meeting about children's academic standing and progress in school. Parents made several recommendations regarding information and communication between the home and school for the program/SDP. These were incorporated into developing the CNA concerns statements.

Service Delivery Plan (SDP) Process

The Tennessee MEP used the OME *Service Delivery Plan Toolkit*[2] to guide the creation of the SDP. The SDP built on the work of the NAC that included MEP district staff, migratory parents, members of community organizations that serve or engage with Tennessee's migratory population, and members of the ARS Tennessee MEP team. In that participatory process, NAC members identified and prioritized concerns which were then addressed in the SDP process.

The TN MEP invited the NAC members to continue as part of the SDP Planning Committee to provide continuity. Stakeholders represented different geographical areas of Tennessee and a diverse group of community partners and MEP participants. Each committee member contributed their unique expertise and experiences to the creation of the SDP.

The SDP process was also guided by the same management team that led the CNA process. Informed by the OME Toolkit, the management team planned and facilitated meetings, compiled information to present at meetings, wrote and edited the SDP and communicated with the Planning Committee throughout the process.

The SDP process engaged the Planning Committee in consideration and discussion of the key facets of service delivery including MEP services and strategies for addressing the concerns raised by the NAC in the CNA process. Initially planned in October 2022 and conducted from June through September 2023, the work included:
- Review of the concerns and solutions proposed in the CAN,
- Collection and review of additional TN MEP data where needed,
- Feedback from statewide and local PACs, and
- Review and approval of the final SDP.

The members of the SDP Planning Committee and management team are listed in Appendix 2.

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[2] Migrant Education Program, Service & Delivery Toolkit, (September 2018), https://results.ed.gov/cna-toolkit.

Meetings were held with the department to review key milestones. A parent focus group and PAC meeting discussion gathered parent feedback on the SDP.

Comprehensive Needs Assessment Summary

Summary results of the CNA process outlined above are presented in this section. After analysis related to the concerns identified by the NAC, the committee prioritized needs in each of the five areas of MEP focus. Details on the priority concerns derived from these needs and the solutions proposed for addressing them are provided in each section that follows. Note that the NAC and SDP committees were organized by Preschool/School Readiness; Elementary and Secondary; OSY; and Parents/Other.

Preschool/School Readiness

State Performance Target: Preschool/School Readiness:

By 2026, decrease by 15 percent the number of migratory students determined to have a deficiency in reading or have a significant reading deficiency as measured by the first Universal Screener compared to the 2023 baseline.

Table 8. Preschool/School Readiness Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Parents often do not recognize developmental delays in preschool children early enough to obtain early intervention or treatment.	- Train staff on developmental milestones. - Provide information, training and support for parents and caregivers to: - Know the developmental milestones and recognize potential delays. - Recognize the importance of child wellness checks and where/how to access them. - Determine what questions to ask and how to advocate for their children and bring concerns to the doctor. - Connect migratory families with organizations that make referrals and support making doctor appointments. - Connect migratory families with organizations that provide transportation to appointments. - Connect migratory families with organizations that assist/teach parents how to advocate for language support while at medical appointments. - Utilize Tennessee Early Intervention System (TEIS) resources.
Preschool children lack access to school readiness services and preschool programs for a variety of reasons: lack of services in rural areas; lack of transportation; lack of parent knowledge about school readiness programs; programs are cost prohibitive.	- Connect children/families to existing early childhood education prorams. - Connect parents to online programming to help their children. - Transport children to the preschool services. - Provide transportation and other supports to the parents to enroll the preschool children in programming. - Provide parent workshops and materials about the importance of school readiness/preschool.

Priority Concerns	Proposed Solutions

Students starting kindergarten lack the readiness skills needed to be successful: language and literacy, numeracy and math, fine and gross motor, social and emotional, approaches to learning, and executive function.	● Provide resources, information, modeling, scaffolding events, and training to parents on a variety of topics that include:
	  ○ Concept and skills development.
	  ○ Kindergarten expectations in the different areas.
	  ○ Activities parents can do at home to build children's readiness concepts and skills/ "parents as first teachers".
	● Assess migratory preschool students and provide MEP services that address identified gaps; regularly share with parents.
	● Provide summer "jump start" programming to preschool children who will start kindergarten in August.
	● Provide summer partnerships with kindergarten teachers/classes to meet families and see the kindergarten room, learn the routines, etc. before school starts (transition services).
	● Scaffold parent learning by modeling and providing student services that parents watch, participate in, and work on when MEP is not there.
	● Have parent engagement events where at-home activities are shared and modeled, including expectations schools have for entering kindergartners, etc.
	● Identify or create a series of short videos to share with parents on the different things they can do at home to help preschool children learn and get ready for preschool.
	● Provide parents with information and active skill building opportunities in authentic situations.
	● Provide outreach/in-home lessons to individual preschool children and parents; make these individual times with family's substantive by checking for understanding, including concrete skill building, etc.
	● Consider using a parent support curriculum.
	● Provide enrichment opportunities-field trips to community organizations and locations.

Preschool children have low levels of language development in any language.	● Provide early age-appropriate books to MEP families ● Use technology to foster language and literacy development. ● Provide access to literature in native languages. ● Help parents know the importance of using the home language as a tool for language and literacy development.

Priority Concerns	Proposed Solutions
Preschool children do not have access to regular healthcare (medical and dental care) which affects their general health, growth and development.	- Foster communication between agencies serving migratory children and youth. - Maintain lists of service and healthcare providers to share with families and use internally to support and refer families. - Advocate for local solutions to transportation, translation, and interpretation to increase access to services. - Identify a point of contact for families that are known to be in transit between states to assist in communication about continuity of services; consider the strategy of sending youth with a "continuity record" that includes what was done/what is needed in a new state or place. - Provide families with information or resources about insurance continuity, including Medicaid and state insurance programs. - Engage/partner with community organizations for services to families for parent trainings, dental screenings. food banks,, etc. - Provide parent workshops or education series on topics that might include medical insurance, care options, costs, local clinics, health and nutrition, etc.
Preschool students experience emergency health and material needs that their parents/caretakers cannot address on their own due to barriers.	- Connect migratory families with organizations that assist parents in understanding WIC, SNAP, TennCare, etc. and how to enroll their children. - Connect migratory families with organizations that provide or identify transportation to meetings/services/agencies. - Connect migratory families with organizations that provide information and referrals to parents on local emergency health and material support services. - Partner with community agencies that provide these services. - Advocate for, and provide, when necessary, interpretation and translation services for parent meetings with community agencies.
Many preschool children are not at a healthy weight, which affects their physical and cognitive development.	- Connect migratory families to community nutritional resources, including guidance on cooking unfamiliar foods available from food banks and other community sources; focus on assistance with fruits and vegetables, fresh meat, etc. - Connect migratory families with food banks and related partnerships, including weekend programs and local church food pantries. - Include nutrition and how it impacts growth and development in parent education programs and materials.

Elementary and Secondary Students

State Performance Targets:

- **Reading**: Reduce by 5 percent annually the percentage of migratory students not meeting On Track or Mastered level on the state literacy assessment

- **Mathematics**: Reduce by 5 percent annually the percentage of migratory students not meeting On Track or Mastered levels on the state annual assessment in mathematics

- **Graduation**: Increase the four-year cohort-adjusted graduation rate for migratory students by 2 percent each year.

Table 9. Elementary and Secondary Priority Concerns and Proposed Solutions

Priority Concerns Statements	Proposed Solutions
Some students do not have or have delayed access to school instructional and supplemental services.	- Train school staff on program enrollment procedures, including McKinney-Vento for students who may qualify. - Immediately send enrollment cases to LEA MEP Liaisons or ARS contact so they can assist the school and family. - Establish/enhance the student needs assessment process to determine academic and support needs in a timely manner and ensure those needs are shared with the service provider. - Identify lag points in completing the Individual Needs Assessment (INA) and sending it to service provider; include timestamps on entries to inform data flow. - Train school and MEP staff on the INA Toolkit.
Students are not placed in the correct grades or courses, especially when moving in from outside the U.S.	- Train MEP staff/LEAs/counselors to identify students' prior academic records and to assign credits for students. - Ensure international transcripts are analyzed, receive due diligence, and are appropriately applied: - Identify organizations that assist with transcript review. - Provide instruction or training to appropriate staff. - Utilize consulate assistance (MX, Guatemala, El Salvador) - Develop "tip sheets" or guidance documents on out of state and out of country report cards/credit accrual for school counselors. - Promote college readiness and resources among migratory middle students and families.
High school students frequently do not have access to alternative high school or credit recovery programs to help them stay on track to graduate.	- Identify department/LEA acceptable credit recovery programs. - Create or identify credit/course recovery protocols for how students who enter the school year after it starts can recover portions of missed class/credits. - Provide students with information about available alternative education programs.
Sixteen- and seventeen-year-old high school students are routinely denied enrollment in their local school districts.	Engage LEAs, migratory families, and MEP team members in ongoing dialogue about the importance and challenges of enrolling high school students in school even when they arrive mid-semester or mid-year or are at risk of dropping out/aging out.
Migratory students and parents are often not familiar with U.S. school systems and local	Develop an orientation program for families new to Tennessee that includes information about school policies (including attendance), records transfer, school staff, enrollment, etc.

Priority Concerns Statements	Proposed Solutions
community resources that would foster their educational success.	• Provide families with information and training on student information systems like PowerSchool and Infinite Campus. • Ensure all information and training is culturally responsive, respectful, and in a language family can understand. • Strengthen local PAC involvement in districts, with PACs sharing information with other migratory parents. • Conduct local outreach to meet with migratory parents/families to share information. • Expand the community partnership list developed by the department for LEAs to facilitate local communication on behalf of migratory students and families. • Maximize community partnerships and ensure MEP staff stay up to date on organizations that can help provide services. • Guide, support and mentor parents and students about how to access community agencies/services rather than provide a list of agencies for them to call.
Migratory children lack access to physical and mental health information, resources, and services which negatively affects their ability to engage in school.	• Identify priority areas to cover in a comprehensive plan, including surveying students and families regarding specific needs. • Identify and leverage successful partnerships and support districts in their efforts to develop such partnerships in their areas; provide training/information/resources on how to develop partnerships and make referrals in a manner that facilitates access to the resource. • Clarify differences between listing resources and accessing resources; help youth and families figure out how to navigate the resources so they can use them. • Create parent trainings and resources on these topics using resources such as those available from the I2MPACT consortium (middle school mental health/growth and development), etc.
Migratory students are not on grade level or proficient in reading and math.	• Provide on-going, intensive tutoring. • Provide targeted summer services. • Use evidence-based programs for teaching reading to English learners. • Engage families/parents with "at-home" educational activities. • Provide equipment and guidance to enable students to access online programming to advance math and reading.
Migratory ELs often cannot fully access school day curricula because of language barriers.	• Advocate with districts to ensure that migratory students are timely assessed, and where needed, engaged in the district's EL program. • Train teachers and MEP staff on teaching ELs in the content areas, including differentiating instruction and assessment. • Provide language and literacy support through MEP funded tutors at events and in-home and after-school sessions.
Migratory students and families may not be knowledgeable about requirements and lack planning for high school graduation which negatively	• Train high school counselors on the MEP/migratory students so they can assist migratory students and families with high school planning. • MEP partners with LEAs to create a high school graduation plan for each MEP student in high school. • Review graduation plan with students, parents/caregivers • Provide parent engagement events on high school planning/graduation.

Priority Concerns Statements	Proposed Solutions
affects them graduating on time or at all.	• Video series about high school requirements and graduation in multiple languages that can be shared with MEP families.
Migratory students may not know about or know how to take advantage of a full range of options after graduation and may lack adequate resources for post high-school planning and success.	• Provide college/career readiness (CCR) sessions. • Provide one-on-one sessions with each student to work through unique situations and personalize the information shared in CCR sessions. • Develop teacher/counselor allies in regions or in specific schools who are or who are willing to become experts in information areas of need such as transcript review of foreign transcripts, know about alternative credit accrual options locally.

Out-of-School Youth (OSY)

Table 10. OSY Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migratory youth experience physical and/or cultural isolation that adversely affects their ability to engage with MEP services and access other available resources.	• Identify or provide transportation as possible to enable OSY to access resources (health/mental/other). • Use technology when possible, to maintain ongoing communication and contact with workers, students, farmers (e.g., texting apps, chat groups). • Identify/provide nearby hotspots to access at no charge; consider MEP-provided internet access for classes for a time period beyond class for personal use to connect with families. • Identify community resource organizations that can meet with OSY where they work, including mobile clinics. • Facilitate/support community resource fairs for families/OSY to attend and access a range of resources. • Provide an up-to-date list of community resource organizationsincluding food banks available locally and that are free/low-cost. Include bilingual and multilingual organizations. • Provide information and lessons in geography, such as map lessons and field trips to familiarize OSY/families with the local area. • Support recruiters and advocates doing ID&R together, providing services at time of recruitment

Migratory youth often need support communicating and learning English in order to utilize services and advance their education, particularly when their first language literacy is limited.	• Provide apps to learn English for OSY.
	• Identify ABE options at districts that are available to OSY.
	• Self-paced courses, independent study, migrant PASS program, and virtual offerings provided by TN districts.
	• Build relationships with community-based organizations that can provide services.
	• Train MEP staff on language and literacy acquisition and learning
	• Create safe spaces (and time) for English learning/lessons where the students aren't being mocked or bullied.
	    o Provide virtual lessons which gives more discretion for OSY who want to participate.
	    o Provide field trips and/or special event opportunities for OSY outside of the farm/housing site.

Priority Concerns	Proposed Solutions
OSY are often unable to adequately address their health needs (mental, dental, emotional, physical).	• Identify free or low-cost clinics for OSY. • Identify counselors who can offer pro-bono services. • Work with the consulates, churches, CBOs that organize health fairs and make sure the MEP is part of them. • Arrange for mobile clinics to visit farms. • Connect OSY to more community organizations that provide information about mental health resources, such as pamphlets, groups to talk to, community-based mental health professionals, virtual support groups (alcohol abuse, feelings of isolation and depression from separation from family), etc. • Create/provide a mental health resource document or online link. • Set up virtual workshops/meetings with health providers for OSY on a variety of topics using communication platforms.. • Create opportunities for OSY to meet other people in the community that OSY could relate to (church, community organizations, etc.).
OSY lack strategies for self-advocacy, particularly regarding sub-standard living conditions.	• Connect OSY with community organizations offering education on employer responsibilities for housing under federal labor statutes and regulations and strategies for addressing related shortcomings. • Connect OSY with community organizations that provide information on who/where to call if there are living condition or housing concerns. • Coordinate with other federal, state, and local programs that can provide OSY with resources and information about federal labor statutes and regulations regarding housing. •

Parents/Other

Table 11. Parents/Other Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Migratory parents do not have strategies for or do not understand the importance of communicating with schools/teachers.	• Help migratory parents understand why school enrollment is necessary and, in many cases, compulsory. • Help parents establish communication channels with schools and school staff when they first enroll their children, including information on who they should reach out to, registration procedures, grievance processes, etc. • Help parents and students understand what school meetings are about, as well as what is expected/learned at each grade level, differences between required and elective courses, and the role/importance of course credits. • Make sure local PACs are included/involved in information receipt and dissemination. • Provide community orientation or family welcome centers/services.

Parents who are new to the U.S. or have limited school experiences often do not understand how U.S. schools function and their role as	• Provide parents with information and trainings on a variety of topics:
	   o Enrollment
	   o Attendance requirements
	   o Student Information Systems-access, accounts, use
	   o Parents as advocates/partners with schools

Priority Concerns	Proposed Solutions
parent advocates for their children.	○ Report cards ○ Graduation requirements ○ Parent-Teacher conferences, PTOs, etc.
Language and cultural differences may inhibit full migratory parent involvement in their child's education, particularly when parents may lack basic literacy skills, work long hours, or speak not commonly translated/spoken languages as a first language.	- Provide parents with translation and interpretation services. - Assist parents with English language acquisition. - Help parents make sense of the U.S./TN school system and how they and their children can be successful in it. - Support direct parent-teacher communication and help parents self-advocate/advocate for their children within that relationship. - Offer orientations/training to districts with high percentages of migratory students and families whose home language is less common; include cultural information. - Funded districts to include cultural information in the beginning of the year orientation program. - Conduct statewide survey of what tools and services districts use for translation and interpretation services.
Communication challenges and cultural differences often prevent migratory youth and families from accessing needed health (including mental health) services.	- Provide migrant youth and families with information about organizations that provide information on U.S. healthcare systems/options, including how/when to communicate with doctors, differences between types of doctors, over the counter meds vs. prescriptions, home-remedies versus doctor-prescribed meds, etc. - Provide migrant families with information about organizations that provide information about costs and appointment/cancellation procedures. - Identify free and low-cost health care options for those who lack insurance. - Build trust by working with migratory families with someone who speaks in their home languages. - Provide migrant families with information about organizations that educate youth and families about preventive care, why it's important, and how to access it. - Provide migratory families with information about organizations that offer classes/workshops on preventive care in community-based places where people feel safe and connected, such as schools, churches, or clinics. - Use the navigation system to coordinate events and explain options.
Migratory youth do not have access to adequate medical and dental services.	- Provide migratory families with information about organizations that refer families to medical/dental insurance options for youth. - Provide migratory families with information about organizations that establish or identify directories of and refer parents to sliding scale, low-cost or free services available to parents who are often not eligible and don't have insurance.
Parents do not know about/understand college and career options for their children.	- Connect migratory families with organizations that provide information about college and career options for students who are undocumented. - Help parents understand the range of post-secondary options and the importance of staying on track to high school graduation to

Priority Concerns	Proposed Solutions
	achieve them through parent sessions, handouts, language appropriate materials, and community partners. ● Teach parents how to support students with college applications and financial aid; identify local resources for assisting with applications. ● Provide migratory families with information about organizations that provide up-to-date resources on getting assistance with immigration status and understanding options for non-U.S. citizens. ● Create and distribute graphic representations of post-secondary options. ● Use/promote iSOSY college and career resources.
Migratory parents are not aware of strategies for promoting language and literacy development, including in their home language.	● Support the development of district family literacy programs in local service delivery plans. ● Use local PAC meetings to promote family literacy and language strategies. ● Promote lifelong learning and ongoing skill development.
Many migratory parents need stronger English language skills to become more independent and advocate more successfully for their children and needed services.	● Provide parents information about and referrals to ESL classes. ● Facilitate joint parent engagement events with community agencies providing ESL classes.

Implications and Conclusions from the CNA

Three themes traced to the unique educational needs of migratory students emerged within the needs assessment process:

Access to existing educational programs and services within schools and communities needs to improve for migratory students across age groups. Each subcommittee identified a myriad of barriers to migratory students participating in and benefiting from available resources for reasons that include lack of transportation, mobility patterns excluding students from enrollment in services, and limited English language proficiency. The MEP strives to educate school and community organization personnel about the unique needs of migratory students to reduce barriers and open access to existing services; educate and empower migratory students, parents, and caregivers to advocate for themselves; and establish procedures to mitigate obstacles and enable migratory students to participate and benefit more fully from existing programs and services.

Migratory student health and wellbeing continues to be a concern for students of all ages. Good physical and mental health are foundational to learning and school success. Migratory students lack access to regular dental, medical and/or mental health care; adequate and nutritious food; warm clothing; and/or adequate housing.

Enhancing and expanding migratory family-school partnerships is essential to student learning, school success and high school graduation.

The task of the service delivery planning process described in the following section was to consider the structure and details of MEP services that can best meet the needs as determined through the needs assessment process of the CNA.

Service Delivery Plan

Service delivery planning uses the priorities identified in the CNA to provide a framework for the state MEP, building on existing programs while making modifications, expansions, and deletions to meet the evolving needs of eligible migrant students and families in Tennessee. The TN MEP SDP also establishes how the TN MEP will meet state and federal program requirements and the needs of unique populations of migratory children such as those identified as PFS, preschool-aged children, and those who have dropped out of school.

Through the SDP process outlined above, the TN MEP developed MPOs, refined the proposed solutions, and established program indicators outlined in the tables that follow.

In this plan, five solution strategies are identified that address the corresponding needs statements of the CNA:
1. Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and summer programming.
2. Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and other services.
3. Provide culturally relevant supplemental services to middle and high school-aged students to develop skills necessary for achieving their college and/or career goals through support related to college admission, financial aid, scholarship information, connection to leadership opportunities, and college visits.
4. Provide supplemental academic support and youth development programs for migratory high school students. Provide support to OSY through activities related to goal setting, English language development and other services.
5. Deliver kindergarten readiness support to migratory children ages P3–P5, with a special emphasis in language and literacy, math, approaches to learning, and social and personal competency standards.

Measurable Program Outcomes

Table 11 includes the MPOs and Solution strategies that are aligned and help contribute to the Tennessee Department of Education performance targets as identified in the Tennessee ESSA State Plan[3]. Where State Performance Targets are designed to establish target performance for all students, MPOs indicate the specific growth expected from the services provided. They are intended to tie service delivery to growth and, as such, form a useful basis for developing Service Delivery Strategies that support State Performance Targets. The State Performance Targets and MPOs across the five goal areas of reading, mathematics, high school graduation, school readiness, and OSY are shown in Table 11.

Table 12. State Performance Alignment Chart

State Performance Target	TN MEP Solution	TN MEP MPO
Reduce by 5% annually the percentage of migratory students not meeting On Track or Mastered level on the state annual assessment in literacy.	Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and summer programming.	By Aug. 31, 2026, 60% of PFS students in grades 3-8 who received at least 8 hours of MEP literacy instruction will achieve growth on the TCAP ELA assessment.

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[3] Tennessee Department of Education, Every Student Succeeds Act: Building on Success in Tennessee ESSA State Plan,(August 13, 2018) https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf

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State Performance Target	TN MEP Solution	TN MEP MPO
Reduce by 5% annually the percentage of migratory students not meeting On Track or Mastered levels on the state annual assessment in mathematics.	Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and other services.	By Aug. 31, 2026, 60% of PFS students in grades 3–8 who received at least 8 hours of MEP math instruction will achieve growth on the TCAP Math assessment.
Increase the four-year cohort-adjusted graduation rate for migratory students by 2% each year.	Provide supplemental academic support, post-secondary preparation support, and youth development programs for migratory high school students.	By Aug. 31, 2026, 70% of migratory students in grades 9–12 who participated in at least 8 hours of MEP-funded services will have a completed TN MEP graduation plan and take at least one concrete step identified in their plan.
	Support OSY through goal setting, English language development and other services.	By Aug. 31, 2026, the percentage of OSY receiving instructional services will increase by 10% over the 2023 baseline.
By 2026, decrease the percentage of migratory students determined to be deficient or at risk of deficient in reading as measured by the first Universal Screener by 15% compared to the 2023 baseline.	Deliver kindergarten readiness support to migratory children ages P3–P5, with a special emphasis in language and literacy, math, approaches to learning and social and personal competency standards.	By Aug. 31, 2026, 75% of MEP students entering kindergarten who received at least 5 MEP service contacts will demonstrate growth on the Tennessee MEP Early Childhood Inventory.

Service Delivery Strategies and Implementation

To achieve State Performance Targets and to facilitate adequate progress toward MPOs, the SDP committee identified Service Delivery Strategies across all areas of focus and identified need. The group further outlined the activities designed to achieve the Service Delivery Strategy, as well as data points for measuring implementation. Lastly, the committee suggested additional approaches and resources for meeting the unique needs of migrant students and families related to each overall strategy. Each are shown in the tables that follow. Note that by design, not every row has an implementation measure or additional suggested implementation methods.

Table 13. Preschool Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Assist families with enrolling youth in district and community preschool programs.	• Provide students access to and support enrolling in existing early childhood programs.	# of preschool children receiving enrollment assistance # preschool children enrolled in pre-school	
Provide instructional services for (P3-P5) preschool-aged migratory children.	• Identify instructional needs through the TN MEP Early Childhood Inventory with each preschool-aged migratory child. • Provide direct school readiness instruction to preschool students not in formal preschool programs, in group settings and/or individually through outreach/home-based lessons.	% of preschool children with TN MEP Early Childhood Inventory results	• Provide summer "jump start" programming to preschool children who will start kindergarten in August. • Utilize TEIS resources.
Provide migratory families and children with culturally relevant resources and strategies to promote early childhood development.	• Provide books and other instructional resources and programming (including online) parents can use at home to support their children's learning, growth, and development. • Provide parents with information on the content and skills their children need to develop. • Provide parent/caregiver education on child development, concept and skill development, school expectations, and community services.	# and % of preschool children receiving instructional resources # of parent education sessions conducted	Include parent education on: • Developmental milestones and recognizing potential developmental delays. • Recognizing the importance of child wellness checks and where/how to access those services. • concept and skills development • Kindergarten expectations in language and literacy, math, approaches to learning and social and personal competency standards. • Approaches to learning and social and personal competency standards. • Organizations that provide information about health and nutrition, the importance of dental care, and details on how to enrolling children in TN services like TennCare, SNAP, WICI.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Connect families of migratory youth to relevant community resources.	• Partner with community organizations to provide goods and services to migratory preschool students. • Provide healthcare information, resources, and support to families to address student health and wellness.		• Organizations that provide information about apps and healthcare provider information. • Organizations that assist families in making appointments. • Organizations that help facilitate transportation to appointments. • Connect families to community resources for food, clothing, and other material needs.

Table 14. Elementary and Secondary Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Provide migratory students with targeted instructional support for literacy and math.	• Provide students with direct language and literacy instruction, tutoring and/or homework help during the school year. • Provide summer instructional services in math/numeracy and language and literacy development.	% of PFS students receiving targeted instructional support % hours of instructional support in mathematics and literacy by student % of students who received 8 or more hours of instructional support	• Services may be provided in-home, in-school, or in community settings. • Provide supplemental instructional opportunities such as clubs or meet-ups that include math and literacy components.
Support parent engagement in youth literacy and numeracy development.	• Provide parents with information on the literacy, numeracy, and math skills their children need to develop. • Provide instructional resources and programming (including online) parents can use at home to support their children's learning. • Provide books and other instructional resources and programming (including online) parents can use at home to support their children's literacy development.	# parents who received instructional resources	

Table 15. Secondary and Graduation Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Assist migratory high school students in becoming and remaining on track to graduate.	• Develop and implement a protocol to ensure timely school enrollment and accurate grade/course placement. • Develop a high school graduation plan for each PFS student and review it with the student each spring. • Provide regular school year academic tutoring and homework help to PFS high school students.	% of high school migratory students with a complete graduation plan	• Develop contacts/partners to advise on foreign school transcripts. • Establish "ally" school counselors who specialize in high school planning with migratory students. • Provide summer services to address academic needs.
Provide migratory students with targeted instructional support.	• Provide academic tutoring and homework help during the school year to PFS students.	# hours of instruction support provided by student % of PFS high school students receiving supplemental academic support	
Support migratory high school students with goal setting, post-secondary planning, and personal development.	• Identify and enroll migratory students in courses/programs aligned to their post-secondary goals, including advanced courses, Career and Technical Education courses, dual enrollment, certificate programs, trade school options, etc. • Provide students with information on and support with college/career readiness planning and access (topics may include student interests and career paths, college admissions, FAFSA, financial aid, scholarships, etc.).		• Facilitate university, community college, and/or trade school visits. • Provide students with "shadow" or internship opportunities. • Establish "ally" school counselors who specialize in college/career planning with migratory students. • Provide support with completing FAFSA forms, financial aid documents, scholarship applications and other college admission requirements. • Provide summer leadership programs. • Provide youth development programs
Identify and connect students with needed community resources.	• Provide students with access to humanitarian and mental health services through community organizations and providers.		

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Table 16. OSY Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Identify and provide needed instructional services to OSY.	● Complete or update the OSY needs assessment to identify areas of OSY educational need/interest. ● Provide instruction in English language development. ● Provide life skills instruction.	% of OSY with completed needs assessment # of OSY receiving instructional services	● Use technology as possible for communication and service delivery, including apps for English language acquisition. ● Assist with establishing community connectivity points or facilitating OSY access to connectivity. ● Provide materials needed for engaging in instructional services.
Identify and connect OSY with needed support services and opportunities for community engagement.	● Build relationships with community organizations to coordinate/provide support services for OSY. ● Connect OSY to needed community resources.	# OSY referred to community organizations	● Provide OSY with access to community events-health fairs, mobile clinics. ● Engage OSY with opportunities to connect with community members and other OSY through community events, clubs, sports, and other opportunities.

Service Framework

The TN MEP is grounded in the use of a collaborative framework for addressing the varied needs of migratory students through coordinated services between the family, school, and community organizations. The TN MEP uses evidence-based practices to positively impact migratory students and meaningfully contribute to improved student outcomes in key areas: school readiness, language and literacy development, numeracy and math development, college and career readiness, life skills and health and well-being. The service framework, practices and focus areas ensure all program staff and stakeholders have a shared understanding and commitment to migratory students and program goals.

Migratory students and families have funds of knowledge that are to be recognized and celebrated through assets-based approaches to learning and family engagement. The families are resilient and hard working. They have a wealth of knowledge, skills and competencies that represent their diverse backgrounds and life experiences. At the same time, the migratory lifestyle presents unique challenges that may create barriers to academic school success and ultimately high school graduation. Migratory children and families may experience food or housing insecurity, interrupted formal schooling, and/ or health and wellness concerns. They may experience geographic, cultural, or linguistic isolation and consequently may have difficulty accessing resources and services.

The TN MEP, as a federally supplemental program, operates using a holistic, integrated approach that recognizes that in order for children to succeed academically and reach challenging state standards in school with the ultimate goal of graduating high school, the health and well-being of the child/youth needs to be addressed. The TN MEP coordinates and/or provides support and academic services addressing the physical, social, emotional, and intellectual growth and development of migratory children and youth in TN.

The collaborative framework (see Figure 5) and supplemental nature of the MEP require that MEP services be coordinated among three entities-home, school, and community, while keeping the needs of the child at the center of the work.
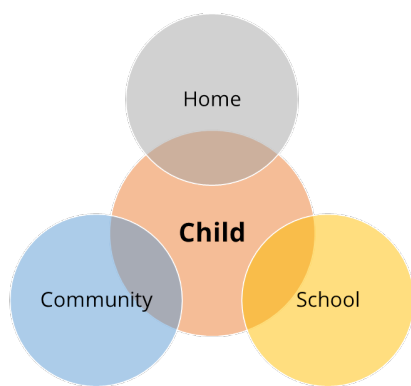
Figure 5. Collaborative Service Framework

HOME: The TN MEP works with parents and caregivers (such as extended family members, neighbors, and older siblings) to increase their understanding of what children need to know and be able to do as they grow and develop. This includes families knowing and utilizing developmental milestones for babies, toddlers, and preschool-age children. For school-age children, it then includes knowledge and understanding of what children are expected to know and be able to do at different grade levels and their children's progress with grade level standards. Parents and caregivers will continue to develop their capacity to support their children's learning in the home in ways that are culturally relevant. In their work, TN MEP staff will consider that many MEP parents/caregivers are not English proficient and/or have limited formal schooling. Families will strengthen their out of school time family engagement for school success practices with MEP, school, and community support.

SCHOOL: The TN MEP reinforces and supports on-going communication and connection between schools and families. This includes working with families to understand the United States and State of Tennessee school systems, report cards, student information systems like Infinite Campus and PowerSchool, promotion and retention, state standardized testing, high school graduation requirements and post-secondary college and career readiness options. LEAs and individual schools are key stakeholders in the

success of the home-school communication piece. The MEP works closely with LEAs to ensure families have access to existing tools, resources and parent education webinars and meetings that support the home-school connection offered by the LEA and individual schools and personnel. It is essential for LEAs, schools and local experts like counselors and teachers to design home-school partnerships in culturally and linguistically relevant and responsive ways for optimal outcomes.

COMMUNITY: The TN MEP engages community organizations and partnerships with key agencies to provide essential services to migratory students and families. MEP staff have knowledge of local, regional, and statewide agencies that can help address the social, emotional, medical, dental, housing, food and clothing needs migratory families may have. Community organizations partner with the MEP to provide goods and services that support MEP student and family events like parent meetings, college visits and enrichment activities. The MEP also works to ensure migratory students can access events and services provided by local community agencies and groups.

Service Focus Areas
In response to the needs identified in the CNA, the MEP academic service focus areas are **language and literacy, content knowledge and skills, and learning strategies**. By combining support in language learning, literacy development, content tutoring and the direct instruction of learning strategies, the MEP is addressing student learning gaps and equipping students with knowledge and tools to start kindergarten strongly, more fully and effectively access grade level curriculum, optimize post-secondary college and career options, access community resources and services, and confidently self-advocate for resources and services to meet individual needs.

Language and Literacy Development
The MEP supports student English language development in the four domains of reading, writing, listening, and speaking. Reading and writing skills in particular affect school age students' abilities to fully access all content curriculum, successfully complete tasks and assignments in school, and meaningfully participate in state testing so scores represent content knowledge and skills. MEP staff provide generalized and content specific language and literacy instruction to support students' overall academic progress and performance.

Content Knowledge and Skills
In addition to content language support, MEP staff provide tutoring services for school-age students in content areas like math and science in the forms of building background knowledge and pre-teaching, homework help and supplemental skill building, and re-teaching targeted skills and knowledge. Content instruction is individualized for each migratory student. OSY receive instruction in goal areas and life skills like obtaining a license, workplace safety and personal finance. Preschool age children not in a preschool program also receive support to ensure developmental milestones are being met and children are ready for kindergarten.

Approaches to Learning/Learning Strategies
MEP staff provide direct instruction on different learning strategies children and youth can use. These are especially important scaffolds and skills as students are acquiring English proficiency and learning new content. Having tools and strategies to use when approaching learning tasks is essential for all students, but even more important for students who have gaps in their education.

The services are provided in several different ways, including face-to-face sessions outside of school time at central locations, family homes and employer housing sites. In school, during the school day MEP services are also implemented. Students receive one-on-one academic and support service, participate in group lessons and activities and/or join enrichment experiences like college visits that bolster learning.

Service Levels

A migratory child's PFS status is taken into consideration when providing services. PFS status is determined by the student INA process which includes a student's Qualifying Arrival date (QAD) and failing/at-risk of failing factors. The INA, PFS status and general student needs allow the TN MEP to prioritize the services provided. Table 17 depicts the services provided based on the student's PFS designation and available program resources.

Table 17. TN MEP Service Levels

Service Level: PFS	Service Level: Non-PFS/Direct Service	Service Level: Non-PFS/Monitoring and Enrichment
The TN MEP will provide PFS students with instructional and humanitarian support based on their needs. *Serving a PFS student may not be possible for the following reasons:* o *A parent has requested not to receive services.* o *The student identified has left the area.* o *The student is unable to be located.*	Students will receive a level of instructional and/or support services based on the needs of the student and capacity of the program. *Serving these students may not be possible for the following reasons:* o *A parent has requested not to receive a service.* o *A student identified has left the area.* o *A student is unable to be located.*	Students receive check-ins (via phone or visit), monitoring, intermittent academic services, humanitarian support and/or referral service depending on students' needs and capacity of the program. Students may also be included in local enrichment opportunities when appropriate.

TN MEP Parent and Family Engagement Plan

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

The TN parent and family engagement plan is created with nationally recognized family engagement standards in mind. The following principles serve as the foundation for the TN MEP family engagement and empowerment work:
- Parents and caregivers are key stakeholders in their children's learning and development.
- Families believe they can make a difference in their children's learning and development.
- Strong home-educator relationships and effective two-way communication are necessary.
- Parents and caregivers are essential partners in the decision-making process.

The structure with which parents participate in Tennessee's state and local PACs is identified in the Tennessee PAC and Parent Engagement Plans produced by the LOAs and updated annually. Each funded LEA must conduct two local PAC meetings annually during the school year when migratory families are in the area and likely to be available to participate. The LEAs are required to maintain meeting notices, agendas, and minutes/notes for each meeting.

In addition to local PAC meetings, two statewide PAC meetings are conducted by the LOA contractor annually. These, along with a minimum of four parent engagement events, enable migratory parents to better understand the U.S. and Tennessee school systems so they can become active participants in the

educational lives of their children. Parent engagement sessions help educate parents about topics they express interest in or that may impact the academic success of their children. In addition, parents at the PAC and other parent engagement events are consulted regarding the components on needs assessment and service delivery planning.

To facilitate participation of migratory parents in the statewide PAC, the LOA schedules PAC meetings in advance, and provides notice of these meetings to migratory parents in the languages which the majority of Tennessee's migratory families speak. The TN MEP LOA staff assesses whether transportation and childcare are necessary and offers these to facilitate the participation of parents. Agendas and presentations are also provided in languages that parents can understand, and minutes/notes are retained for all meetings.

Family Engagement Plans

The TN MEP Local Operating Agencies (LOAs), which include funded LEAs and contractors, submit family engagement action plans annually. Plans include information about local and statewide PAC meetings as well as local, regional, and statewide family engagement activities. Family engagement activities focus on preparing parents, caregivers, and students to better understand how to support school success and include health and well-being sessions as core components to academic achievement. Family engagement plans also represent a variety of meetings and activities that move families from participation to interaction and empowerment.

Migratory families are less likely to participate in traditional school parent organizations and activities for a wide array of reasons: language barriers, lack of transportation, work schedules, and lack of clarity about the activity or their role. However, families can and do stress the importance of a good education through "invisible engagement" (Constantino, 2021)[4]. This refers to the beliefs, attitudes, conversations and practices about school and education provided by parents and caregivers that positively impact student learning. Family engagement plans include activities for parents to strengthen the at-home, invisible engagement practices that directly impact learning.

Priority for Services: Definition and Requirements

Priority for Service Classification

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

A qualifying move is defined in the statute as a move by a student (accompanied by a migratory agricultural worker) due to economic necessity (a) from one residence to another residence; and (b) from one school district to another school district. The *Qualifying Arrival Date* on a student's *Certificate of Eligibility* is used to identify the students with a qualifying move within the previous one-year period.

The TN MEP has developed the following criteria to determine if a migratory K-12 student is at risk of failing.
- Dropped out of U.S. school.
- Below proficient on one or more TN assessments
- TNReady ELA marked as below or approaching.
- TNReady MA (Math) marked as below or approaching.
- Identified as English learner based on the state approved English language proficiency screener and/or the state approved English language proficiency annual assessment.

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[4] Steven Constantino, *Engage Every Family: Five Simple Principles* (Corwin Press) (2nd ed. 2021).

- Repeated a grade or course.
- Student has missed more than ten (10) or more days of school.
- 'D' or 'F' in more than one subject
- Individualized Education Program – student identified as needing special education.
- Missing credits for graduation
- Student's age does not match grade level.
- ACT score below 20

Preschool age student "at risk of failing" factors:
- Is at least 4 years old and is not enrolled in a formal preschool program.
- Is at least 3 years old and has a suspected or identified developmental delay.

OSY "at risk of failing" factors:
- Has dropped out of a U.S. school.
- Wishes to re-engage in a formal education program like public school, GED, Adult Basic Education or trade/technical.

Process for Determining PFS Status

The TN MEP determines student PFS status by completing an INA for each student by the end of each September. For students who enroll later in the performance period, the INA is to be completed within two weeks of enrollment. The INA is administered by LEA staff. It contains the criteria for determining educational progress and factors contributing to "at-risk of failing." The INA includes each student's QAD, which informs PFS determination. Completed INAs are entered into TN Migrant, the Tennessee state migrant database. The INA format and criteria are reviewed every program year and updated as necessary.

The TN MEP also uses the INA to better understand student medical or humanitarian needs that may impact their education. The INA *Medical and Humanitarian Needs* section is not part of PFS determination, but is used to identify and refer students for support with needs that include:
- Vision
- Hearing
- Dental
- Physical
- No Medical Insurance
- Clothing
- Food
- Housing

Non-PFS Students

Non-PFS student needs are also reviewed and evaluated for service considerations. Non-PFS students in need of immediate medical support, humanitarian assistance, or instructional support based on the INA are prioritized for service after the PFS students. These students often are not classified as PFS because they did not have a qualifying move across school district lines within the last 12 months, but they experience multiple academic risk factors and typically have many medical and humanitarian needs.

Migratory students who do not have multiple instructional risk factors or other support needs that adversely affect their performance and progress in school or health and wellbeing are closely monitored by the MEP. They receive appropriate services intermittently as needed including referrals, community connections and enrichment opportunities.

Professional Development

ARS TN MEP staff receive professional development to build their capacity to plan and implement the program through ARS-provided team training and training through state and national organizations.

Internal Training

Internal TN MEP training is ongoing and aims to improve staff member understanding of the latest state and federal MEP guidance. Training includes workshops on how to complete a COE, eligibility guidelines, data entry and security, recording services, MSIX, and other critical topics. Training also focuses on best practices in the primary program areas of ID&R, service provision, data collection and reporting, and general facets of the MEP. Training occurs in weekly meetings of the Outreach and Services teams as well as in periodic all-team workshops. Staff training presentations are stored on the [TN-MEP website](#) and shared with ARS staff to meet future training needs.

External Training

The ARS TN MEP team also seeks national expertise to train on topics critical to the mission of the program. Examples of this include a training facilitated by a literacy expert to support the evidenced-based curricula identified in the service strategy, or a representative from the Tennessee McKinney-Vento program to review state regulatory requirements for homeless and how it intersects with the MEP.

Regional and National Training

When resources and opportunity are available, the TN MEP sends staff to regional and national forums specializing in topics directly related to the MEP. In the past this has included staff members attending the National Association of State Directors of Migrant Education conference and sessions by various MEP consortiums such as the Identification and Recruitment Consortium (IDRC) (ID&R) and I2MPACT (parent engagement) These conferences are an important opportunity to continue learning the latest requirements and regulations as issued at the national level, to learn best practices from seasoned professionals working in a similar migrant context, and an avenue to form strong networks between state programs.

Comprehensive training helps to ensure that the team is equipped with the expertise to fulfill the program's federal requirements and to best meet the needs of the students we serve.

Exchange

The TN MEP encourages the exchange of knowledge and experiences, and collaboration between different state MEPs, local and federal agencies, universities, schools, and non-profit organizations, among others. The TN MEP seeks opportunities to network and learn from the experiences of others to continue strengthening the program. The ARS TN MEP staff actively collaborate with community agencies and organizations that also serve the migratory population, as well as with organizations such as Tennessee's universities that provide educational opportunities for the migratory children and youth.

Employee Orientation

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

Identification and Recruitment (ID&R) Plan

Under ESEA § 1304(C)(7), Tennessee is responsible for identifying (determining the location and presence of migratory children) and recruiting eligible children and youth in the TN MEP (making contact with migratory families and OSY and determining their eligibility in the MEP based on verbal interviews as documented in

the COE.) The TN MEP refers to its ID&R activities as outreach and enrollment activities to more accurately describe the work of finding and enrolling eligible migratory children and youth in the TN MEP. The TN MEP details its outreach and enrollment practices and how federal ID&R requirements are met in the Outreach and Enrollment Plan, which is reviewed and updated annually as needed.

Outreach Staffing

In Tennessee, the Outreach Team leader is responsible for organizing the statewide outreach and enrollment strategy using data, agricultural maps, and community resources. The team leader also organizes the quarterly COE audits that are conducted as quality control. As a receiving state in which a large portion of its student population arrives in the summer months, the TN MEP also hires additional recruiters as needed during the peak harvest season. The TN MEP works with schools across the state to collect Occupational Surveys at the beginning of each school year, which allow parents/guardians to indicate if they work in agriculture. Through this collaboration, the TN MEP is able to identify and recruit students that otherwise may remain unknown to the program.

Quality Control

ID&R practices in Tennessee are guided by the policies and procedures articulated in the [TN MEP Quality Control Policy and Procedure Manual](). Training is provided for new outreach staff as well as on an ongoing basis for the outreach team. In addition to training in OME's ID&R Manual[5] and Curriculum[6], the TN MEP also provides opportunities for members of the Outreach team to attend specialized national conferences such as National Association of State Directors of Migrant Education (NASDME). They also participate in regular trainings from the IDRC[7].

The COE review process, corrective action, and guidelines for re-interviews are also addressed in the [TN MEP Program Guide]().

Data Collection and Reporting

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

MIS2000/TNMigrant

The TN MEP uses the data system MIS2000, which is administered by MS/EdD, to gather and report required information about migratory students served by the program. The TN MEP incorporates all of the required minimum data elements (MDEs) in MIS2000 and for daily transfer to the national MSIX system as indicated in ESEA § 1308(b)(2).

The TN MEP provides a user-friendly, statewide, web-based application, the TNMigrant platform, which allows access to MIS2000 for authorized users with a valid username and password. This platform allows the TN MEP and department staff to access real time student data as well as collect data from the districts. District Migrant Liaisons are granted access and utilize TNMigrant to securely exchange student data with the TN MEP, such as student lists, Occupational Surveys, and INAs.

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[5] Migrant Education Program, National Identification and Recruitment Manual, (September 2018), https://results.ed.gov/idr-manual.
[6] Migrant Education Program, National ID&R Curriculum, https://results.ed.gov/idr-curriculum.
[7] Identification & Recruitment Consortium, (2024), https://www.idr-consortium.net/.

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

The ARS data team has established procedures to ensure the protection of student data, enable response to requests from parents, and address corrections or amendments to MSIX data.

Migrant Student Information Exchange (MSIX)

As required by ESEA § 200.85, the TN MEP uses MSIX to share information on migratory children between states and utilize that information to identify and serve students. This includes collecting, maintaining, and submitting to MSIX the minimum data elements (MDEs) in the timeframe required by federal law. To facilitate this process, student data from MIS2000 is automatically transferred to MSIX on a daily basis. Additionally, the TN MEP responds promptly upon receiving a MSIX request for information from another SEA or the department of Education. The TN MEP outreach staff use MSIX "move notification" received from other states to identify and recruit newly arrived migratory children. The TN MEP staff seek to learn, whenever possible, when a student is moving and where to, in order to use the MSIX "move notification" function to inform the receiving state of the child's arrival.

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

The ARS data team has established procedures to ensure MIS2000 and MSIX are used in compliance with federal guidelines.

Program Evaluation

The TN MEP will evaluate the SDP in a manner congruent with the law, regulations and guidance that pertain to Title I, Part C using program monitoring, MEP-specific assessments, structured and supported statewide migrant data collection, and evaluation of program implementation, state performance targets, and MPOs.

The MEP evaluation is designed to drive program improvement and determine the extent to which the TN MEP:
- jointly plans and coordinates with Title III, Part A, McKinney-Vento Homeless Assistance Act, and other federal, state, and local programs as specified by the ESSA;
- is meeting and/or making progress toward the State Performance Targets for migratory students established to meet the goals of the Title I, Part C State Migrant Education Program;
- achieves the specific implementation efforts outlined in the SDP; and
- demonstrates progress on the MPOs vis-a-vis SDP implementation efforts.

The evaluation will be informed by existing data collection and processes modified to include new implementation strategies and associated instruments and tools established in this SDP and described above. These include migratory student INAs, family engagement plans, TN MEP Service Level designations, PFS designations, TN MEP Early Childhood Inventory, and TN MEP graduation plan.

Evaluation will be conducted annually beginning in 2024-25. The evaluation will examine and report on progress toward each State Performance Target, implementation indicator, and MPO, both statewide and by subgrantee. Statewide migrant student performance on Performance Targets will be disaggregated by PFS, non-PFS, and by the level of services targeted and received. Data will be drawn from the statewide MIS2000 student data management system, the department's databases, MEP assessments and implementation documents (outlined above), and district and parent surveys as needed. Each measure, together with other data relevant to the evaluation, will be included in an annual, comprehensive data collection plan that identifies the specific data to be collected, by whom, when, and where it is to be recorded.

The department additionally provides ongoing and risk-based monitoring of MEP subgrantees intended to determine implementation fidelity, use of designated MEP tools and instruments, and adherence to the expectations of this SDP. Data collected through the monitoring process will also inform the evaluation.

Appendix 1: Migratory Student Profile

Figure 6. Tennessee Migrant Students by Location
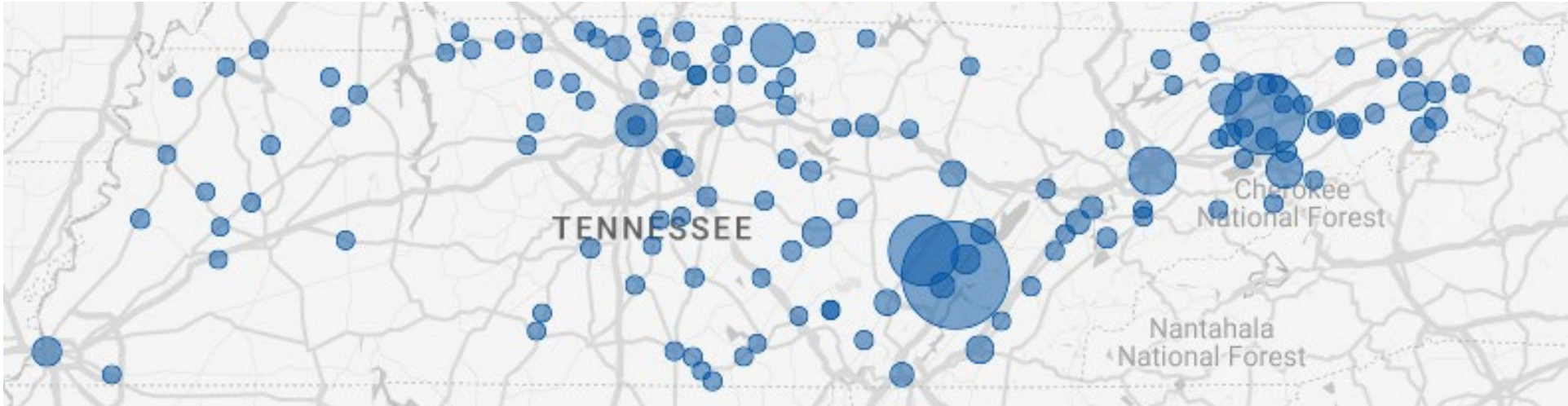
Figure 7. Tennessee Migrant Students by Location, West
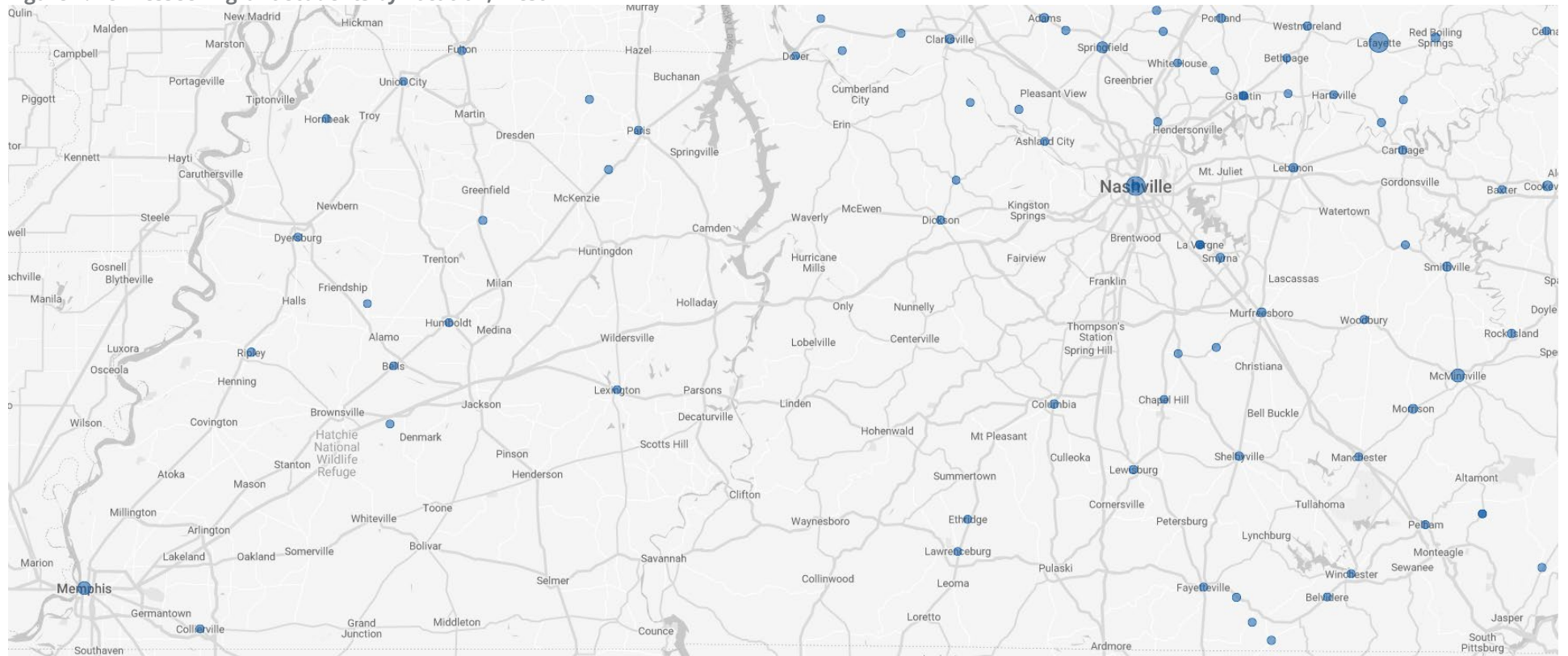
Figure 8. Tennessee Migrant Students by Location, East
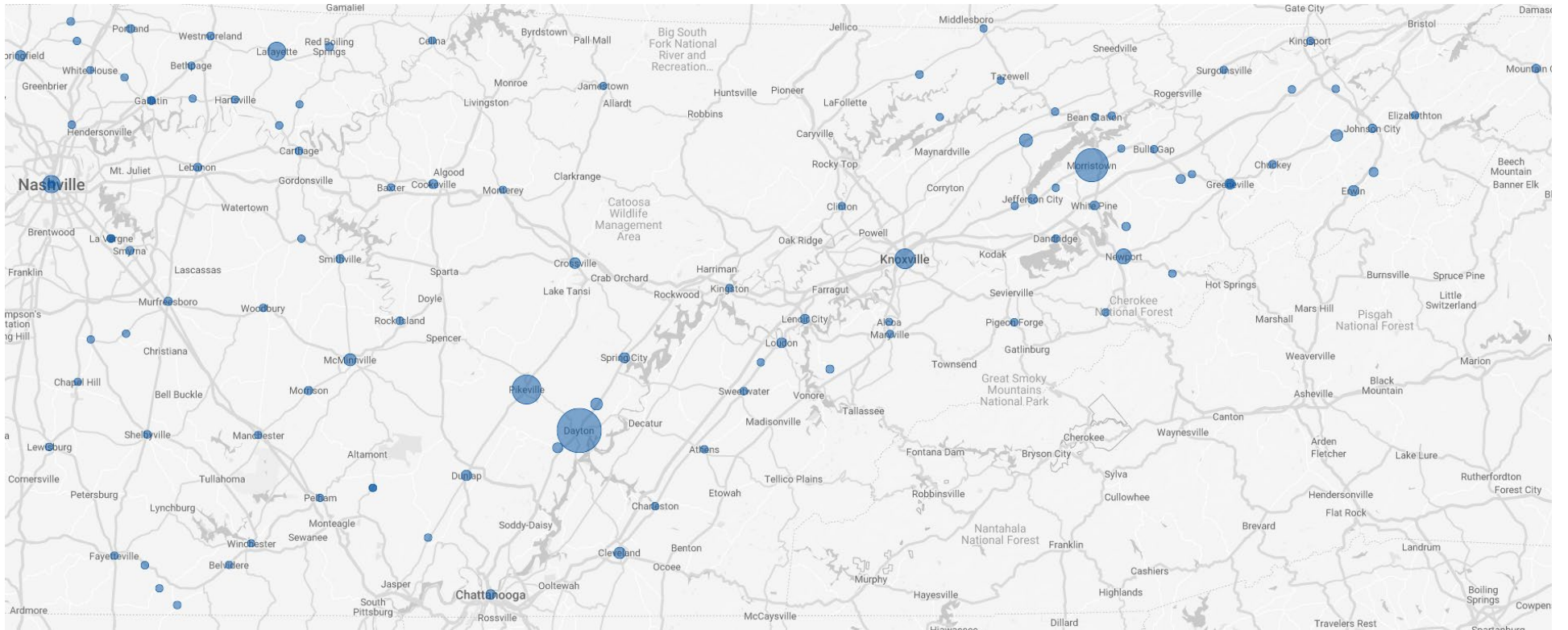
Table 18. Eligible Migratory Students by Age/Grade Level and Year, 2020-2023

Age/Grade	2022-23	2021-22	2020-21
Under 3	60	40	35
3 to 5 (Not K)	122	134	114
K	68	53	67
1	56	67	51
2	56	55	57
3	50	65	81
4	67	76	56
5	60	54	65
6	64	61	66
7	55	67	61
8	79	76	64
9	71	68	58
10	55	52	50
11	42	44	52
12	25	26	30
UG	0	0	0
OOS	463	309	107
Total	1,393	1,207	979

Table 19. Priority for Services by Grade Level and Year, 2020-2023

Age/Grade	2022-23	2021-22	2020-21
3 to 5 (Not K)	11	7	2
K	38	22	22
1	27	30	14
2	24	14	18
3	25	24	23
4	35	23	17
5	28	21	23
6	31	21	28
7	25	27	24
8	41	34	19
9	31	27	19
10	25	19	12
11	17	14	16
12	7	7	5
UG	0	0	0
OOS	2	1	0
Total	367	291	242

Table 20. Migratory English Learners by Grade Level and Year, 2020-2023

Age/Grade	2022-23	2021-22	2020-21
K	58	36	43
1	43	49	37
2	40	39	44
3	39	44	58
4	44	53	33
5	42	27	42
6	40	34	48
7	31	39	34
8	49	43	40
9	43	44	32
10	34	26	25
11	20	26	35
12	17	15	14
UG	0	0	0
OOS	2	0	2
Total	536	488	499

Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education

Table 21. Algebra I EOC, 2022

Grade Level	Below	Approaching	Meets	Exceeds
9	81%	6%	6%	6%
10	88%	13%	0%	0%
11	100%	0%	0%	0%
12	100%	0%	0%	0%

Source: n=26

Table 22. Algebra II EOC, 2022

Grade Level	Below	Approaching	Proficient	Exceeds
10	100%	0%	0%	0%
11	76%	18%	6%	0%
12	100%	0%	0%	0%

Source: n=25

Table 23. Biology I EOC, 2022

Grade Level	Below	Approaching	Meets	Exceeds
9	43%	43%	14%	0%
10	63%	25%	13%	0%
11	62%	23%	15%	0%
12	100%	0%	0%	0%

Source: n=30

Table 24. English I EOC, 2022

Grade Level	Below	Approaching	Meets	Exceeds
9	33%	50%	17%	0%
10	17%	83%	0%	0%
11	67%	33%	0%	0%
12	50%	50%	0%	0%

Source: n=23

Table 25. US History EOC, 2022

Grade Level	Below	Approaching	Meets	Exceeds
10	100%	0%	0%	0%
11	77%	15%	0%	8%
12	67%	0%	33%	0%

Source: n=20

Table 26. Tennessee Comprehensive Assessment ELA, 2022

Grade Level	Below	Approaching	Meets	Exceeds
3	59%	35%	6%	0%
4	38%	50%	13%	0%
5	55%	35%	10%	0%
6	45%	41%	14%	0%
7	73%	27%	0%	0%
8	47%	38%	13%	3%
9	57%	39%	4%	0%

n=198

Table 27. Tennessee Comprehensive Assessment Mathematics, 2022

Grade Level	Below	Approaching	Meets	Exceeds
3	59%	29%	12%	0%
4	44%	46%	10%	0%
5	48%	35%	13%	3%
6	41%	41%	17%	0%
7	69%	27%	4%	0%
8	44%	38%	19%	0%
9	65%	26%	4%	4%

n=223

Table 28. Tennessee Comprehensive Assessment Science, 2022

Grade Level	Below	Approaching	Meets	Exceeds
3	35%	53%	6%	6%
4	32%	56%	12%	0%
5	58%	29%	10%	3%
6	31%	48%	21%	0%
7	50%	46%	4%	0%
8	34%	53%	13%	0%
9	48%	43%	9%	0%

Source: n=223

Table 29. Tennessee Comprehensive Assessment Social Studies

Grade Level	Below	Approaching	Meets	Exceeds
6	23%	69%	8%	0%
7	52%	36%	12%	0%
8	50%	34%	16%	0%
9	52%	35%	13%	0%

Source: n=93

Table 30. Migratory English Learners: WIDA Domain Means by Grade 2021-22

Grade	Composite	Listening	Reading	Speaking	Writing	Compr.	Oral	Literacy
K	1.9	2.8	1.5	3.2	1.7	1.9	3	1.5
1	2.7	4.4	3.2	2.4	2.3	3.6	3.1	2.5
2	2.7	3.5	3.1	2.6	2.5	3.2	2.9	2.6
3	2.7	3.6	2.8	2.5	2.7	3	2.9	2.7
4	3.5	5.2	3.7	3.1	3.2	4.4	4	3.3
5	3.2	4.7	3	2.8	3.2	3.5	3.6	3.1
6	3.2	4.9	3.3	3	3	3.8	3.8	3
7	2.7	3.6	2.5	2.8	2.8	2.8	3	2.6
8	2.6	3.6	2.2	2.7	2.8	2.6	3.1	2.5
9	2.6	3.1	2.7	2.2	2.7	2.7	2.6	2.6
10	2.4	3.1	2.7	1.9	2.6	2.8	2.3	2.5
11	2.4	2.7	2.4	1.9	2.7	2.4	2.2	2.5
12	2.9	3.7	2.8	2.5	2.9	3.1	2.9	2.8
Total	2.8	3.8	2.8	2.6	2.7	3.1	3.1	2.7

Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education

Table 31. Migratory English Learners: WIDA Exit Results 2021-22

Grade	Exit		Did Not Exit		Total
	n	%	n	%	
0	0	0%	24	100%	24
1	2	6%	32	94%	34
2	0	0%	27	100%	27
3	1	3%	32	97%	33
4	6	15%	34	85%	40
5	5	22%	18	78%	23
6	1	6%	15	94%	16
7	2	7%	26	93%	28
8	1	4%	26	96%	27
9	1	4%	27	96%	28
10	0	0%	12	100%	12
11	0	0%	18	100%	18
12	0	0%	7	100%	7
Total	19	6%	298	94%	317

Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education

Table 32. Migratory English Learners: WIDA Growth Results 2021-22

Grade	Met Growth Standard		Did Not Meet Growth Standard		Total
	n	%	n	%	
K	0	0%	1	100%	1
1	14	61%	9	39%	23
2	12	63%	7	37%	19
3	11	41%	16	59%	27
4	27	84%	5	16%	32
5	6	46%	7	54%	13
6	5	33%	10	67%	15
7	6	29%	15	71%	21
8	9	45%	11	55%	20
9	5	22%	18	78%	23
10	1	10%	9	90%	10
11	1	6%	15	94%	16
12	0	0%	6	100%	6
Total	97	43%	129	57%	226

Source: Data Reporting, Office of the Commissioner, Tennessee Department of Education

Table 33. Dropouts, 2020-2023

Grade	2022-23*	2021-22	2020-21
7	0	1	0
8	0	1	0
9	0	0	1
10	0	0	0
11	0	1	0
12	1	2	1

Table 34. Individual Needs Assessment Academic Risk Factors, 2022-2023

Academic Risk Factor	Totals	% Yes
1a. Below proficient on one or more TN assessments	127	22%
1b. TNReady ELA marked as below or approaching	132	23%
1c. TNReady MA (math) marked as below or approaching	134	23%
2. Identified as English learner based on WIDA Screener and/or WIDA ACCESS 2.0 annual assessment	362	63%
3. Repeated a grade or course	19	3%
4. Student has missed ten (10) or more days of school	73	13%
5. "D" or "F" grades in more than one subject	106	19%
6. Individualized Education Program (IEP) – student identified as needing special education	23	4%
7. Missing credits for graduation	12	2%
8. Student's age does not match grade level	18	3%
9. ACT score below 20	15	3%

Source: Individual Needs Assessments since September 2022. n=572. Results shown are the percent of all INAs with the box checked.

Table 35. Individual Needs Assessment Medical and Humanitarian Needs (K-12 Students), 2022-2023

Medical and Humanitarian Need	Totals	% Yes
1. Vision	33	5%
2. Hearing	11	2%
3. Dental	50	9%
4. Physical	25	4%
5. Child does not have health problems	81	14%
6. Clothing	91	16%
7. Food	68	12%
8. Housing	25	4%

Source: Individual Needs Assessments, program year 2022-2023. Results shown are the percent of all INAs with the box checked. n=572

Table 36. OSY Last Grade Attended, Location, and Year, 2021-2023

Grade Level	%
Elementary (Grades K-5)	15%
Middle (Grades 6-8)	9%
High (Grades 9-12)	75%

Source: OSY Profile. n=65.

Table 37. OSY Advocacy Needs Year, 2021-2023

Need	Total responses #	Yes %
Legal	26	4%
Material	28	10%
Translation	27	26%
Counseling	26	4%
Transportation	31	10%
Other	27	7%

Source: OSY Profile

Table 38. OSY Expressed Service Interests, 2021-2023

Interest	Total responses #	Yes %
Learning English	174	96%
No Interests	26	8%
GED	30	3%
No Interests	26	8%
Not Sure	29	14%
Other	27	9%

Source: OSY Profile

Table 39. OSY Reason for Leaving School, 2021-2023

Reason	Total responses #	Yes %
Lacking credits	28	7%
Needed to work	138	99%
Missed state test	26	4%
Bullied	27	4%
Disengaged	29	14%
Other	26	4%

Source: OSY Profile

Table 40. OSY Candidate for Services, 2021-2023

Youth is Candidate For:	Total responses #	Yes %
HS diploma	29	7%
Pre GED/GED	42	27%
Digital Education	29	14%
Distance Learning	28	11%
Health education	39	33%
Job training	28	11%
Career exploration	26	4%
ESL	91	74%
Life skills	30	17%
Safety Classes	68	60%
Tech Education	28	10%
Work Skills	29	10%
Other	26	4%

Source: OSY Profile

Table 41. OSY Materials Received, 2021-2023

OSY Materials Received	Total responses #	Yes %
Educational materials	51	47%
Support services	28	7%
OSY welcome bag	130	85%
Referral(s)	31	13%

Source: OSY Profile

Table 42. OSY Housing, 2021-2023

Youth lives:	Total responses #	Yes %
With a crew	148	89%
With friends outside of work	3	2%
With his/her parents/family	16	9%
Other	2	1%

Source: OSY Profile, n=169

Table 43. OSY English Proficiency, 2021-2023

English Proficiency Level	Total responses #	Yes %
Beginner	43	25%
Intermediate	4	2%
Pre-beginner	126	72%
Advanced	1	<1%

Source: OSY Profile, n=174

Appendix 2: Committee Participants

Table 44. SDP Planning Committee Members (from the CNA list)

Name	Job Title/Organization
Hannah Gribble	Tennessee Department of Education, Title III and Migrant Education Program Grant Manager
Terry Garrett	Tennessee Department of Education, MEP Consultant
Dana Yost	Bradley County Migrant Liaison
Christy Duncan	Cleveland County Migrant Liaison
Stacie Gray	Grainger County Migrant Liaison
Christine Hogan Young	Hamblen County Migrant Liaison
Diego Trujillo	Hamilton County Migrant Liaison
Heather Guest	Montgomery County Migrant Liaison
Lorri Russell	Clarksville/Montgomery Asst. Director of Federal Projects
Richard Daugherty	Rhea County Migrant Liaison
Hope Reynolds	Cherokee Health
Emilie Fauchet	Family & Childrens' Services
Betsy Hurst	Hola Lakeway
Dustin Robinson	Telamon
Molly Morrill	ARS TN MEP Service Coordinator
Elena Cruz	ARS TN MEP Data Specialist
Jason Herrera	ARS TN MEP Recruiter/Tutor
Veronica Rosales	ARS TN MEP Recruiter

The SDP process was guided by the same management team that led the CNA process. Informed by the SDP Toolkit, the management team was responsible for planning and facilitating meetings, compiling information to present at meetings, writing and editing the SDP and communicating with the Planning Committee throughout the process.

Table 45. SDP Management Team members

Name	Job Title/Organization
Hannah Gribble	Tennessee Department of Education, Title III and Migrant Education Program Grant Manager
Terry Garrett	Tennessee Department of Education, MEP Consultant
Kirk Vandersall	ARS Managing Director
Crystal Martin-Nelson	ARS Senior Associate
Kim Muller	ARS Senior Associate and TN MEP Project Administrator
Ray Melecio	ARS Senior Associate and MEP Specialist
Michele Cheney	ARS Program Specialist and TN MEP Services Team Leader

Appendix 3: Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the *Elementary and Secondary Education Act* (ESEA) of 1965 as amended by the *Every Student Succeeds Act* (ESSA) of 2015. The MEP is guided by the Code of Federal Regulations (CFR), and the Office of Migrant Education (OME) Non-Regulatory Guidance.

The legislative authorization and requirements for the Service Delivery Plan (SDP) are drawn from ESEA § 1306(a)(1), which requires the Tennessee Department of Education (department) to identify and address the unique needs of migratory children in accordance with a statewide comprehensive plan that:
1. Is integrated with other federal programs, particularly those authorized by the *Elementary and Secondary Education Act* (ESEA);
2. Provides migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
3. Specifies measurable program goals and outcomes;
4. Encompasses the full range of services that are available to migrant children from appropriate local, State, and federal education programs;
5. Is the product of joint planning among administrators of local, State, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
6. Provides for the integration of services available under Title I, Part C with services provided by other such programs.

In addition to engaging educators and community members, TN MEP also consulted with the state Parent Advisory Council (PAC) as required under 34 C.F.R. § 200.83. In addition, the Non-Regulatory Guidance indicates that the SDP may include information regarding Priority for Service (PFS) (ESSA § 1304(d)), Parent Involvement, Identification and Recruitment (ID&R), and Student Records. The SDP must create strategies to address the needs of PFS students and identify how the needs of preschool migratory children and children who have dropped out of school will be met (ESSA §§1304(b) (1) and 1304(c) (4)).

Additionally, 34 C,F.R. § 200.83(a) also requires the following to be included in the comprehensive state plan, based upon the most recent statewide assessment of needs:
1. Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness, and any other performance targets that the state has identified for migratory children;
2. Needs assessment that includes an identification and assessment of the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory children that must be met for migratory children to participate effectively in school;
3. Measurable program outcomes (MPOs) or "objectives" that the TN MEP will produce to meet the identified unique needs of migratory children and help migratory children achieve the state's performance targets;
4. Description of strategies that the State will pursue on a statewide basis to achieve the MPOs identified; and
5. Description of processes and protocols that the State will use on a statewide basis to evaluate the effectiveness of the program.

Tennessee's SDP aligns with the unique needs of Tennessee's migratory population as identified in the CNA completed in 2023 and meets the requirements of the specified regulations.

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

1. The needs of Tennessee's migratory children;
2. TMEP's MPOs and how they help achieve Tennessee's performance targets;
3. Services the TN MEP will provide on a statewide basis; and
4. An evaluation describing how to evaluate and to what degree the program is effective.

ESEA § 1306(a)(2), requires that the comprehensive state SDP remain in effect for the duration of the state's participation under this part and that the SDP shall be reviewed and revised by the state as necessary to reflect changes in the TN MEP's strategies, activities, and programs based on evolving and/or emerging student needs and requirements. Therefore, the state shall update its SDP when one or more of the following conditions occur: (1) an updated CNA is conducted; (2) a change in its performance targets and/or measurable outcomes is necessitated; (3) a need to significantly revise the state's MEP programs and services; (4) a need to revise the evaluation design and implementation; and/or (5) the reauthorization of ESEA