
Service Delivery Plan (SDP)

Summary Report

Fall 2025



Report prepared by:
Data Driven Enterprises
11184 Huron St., Ste. 17
Northglenn, CO 80234
Susan@DataDrivenEnterprises.com
303-819-5768

Table of Contents

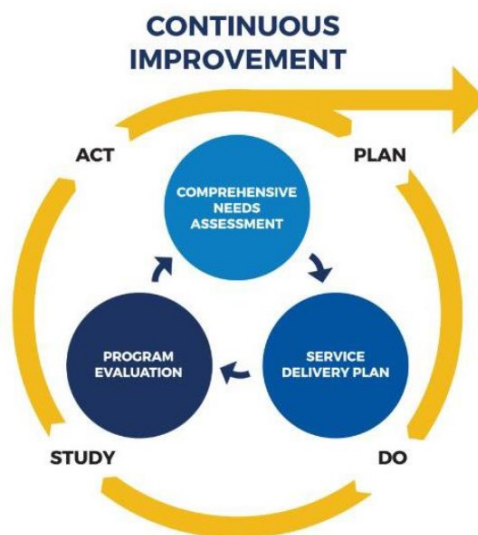
Introduction	3
Overview of the SDP Process	5
Strategy Overview	7
Goal Area 1: Graduation	10
Goal Area 2: Kindergarten Readiness	12
Goal Area 3A: English Language Arts Proficiency	14
Goal Area 3B: Math Proficiency	17
Goal Area 4: English Learner Proficiency	19
Goal Area 5: Parent Involvement.....	21
Evaluation and Progress Monitoring Plan	24
Priority for Services (PFS).....	25
Identification and Recruitment Plan.....	26
Exchange of Student Records	27
Implementation and Accountability Plan	27
Looking Forward	28
Report on Proposed Strategies Surveys.....	See Attached

Introduction

Under Title I, Part C of the Elementary and Secondary Education Act (ESEA), each state operating a Migrant Education Program (MEP) must conduct three key activities: a Comprehensive Needs Assessment (CNA), a Service Delivery Plan (SDP), and an evaluation of the SDP's implementation and effectiveness. Together, these activities guide the planning, delivery, and continuous improvement of services for migratory children and youth (*U.S. Department of Education, Office of Migrant Education Guidance, 2017*). This report summarizes the SDP.

The guiding principle of this work is the continuous improvement model as reflected Display 1. The planning process is facilitated by the CNA; the doing process is implemented via the SDP; and the studying and acting process is facilitated via the program evaluation.

Display 1: Continuous Improvement Model



From: *Comprehensive Needs Assessment Toolkit*; Office of Migrant Education

South Dakota's (SD) SDP aligns with the unique needs of SD's migratory population as identified in the CNA and meets the requirements of the specified regulations. The SD SDP articulates a clear vision of:

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

In developing the SDP, the SD team ensured that the plan aligns with the statutory and regulatory expectations of the Elementary and Secondary Education Act (ESSA) and incorporates all required State Plan elements specified in law.

ESSA Expectations for a High-Quality Statewide Migrant Education Program

Under the ESSA, MEPs are required to maintain a comprehensive statewide plan that:

- is coordinated with other federal education programs;

- ensures migratory children have the opportunity to meet the same challenging state academic standards expected of all students;
- establishes clear, measurable program goals and outcomes;
- addresses the full continuum of services available to migratory children through appropriate local, state, and federal programs;
- reflects joint planning among local, state, and federal entities, including programs under Title I, Part A; early childhood programs; and language instruction educational programs under Title III, Part A;
- promotes the integration of MEP services with other federally funded, state-supported, or locally operated programs; and
- is reviewed and updated on a regular basis to reflect changes in state strategies and services implemented under ESSA.

Together, these ESSA expectations establish the foundation for an effective statewide Migrant Education Program; the required components described below translate those expectations into actionable goals, services, and accountability structures within the SDP.

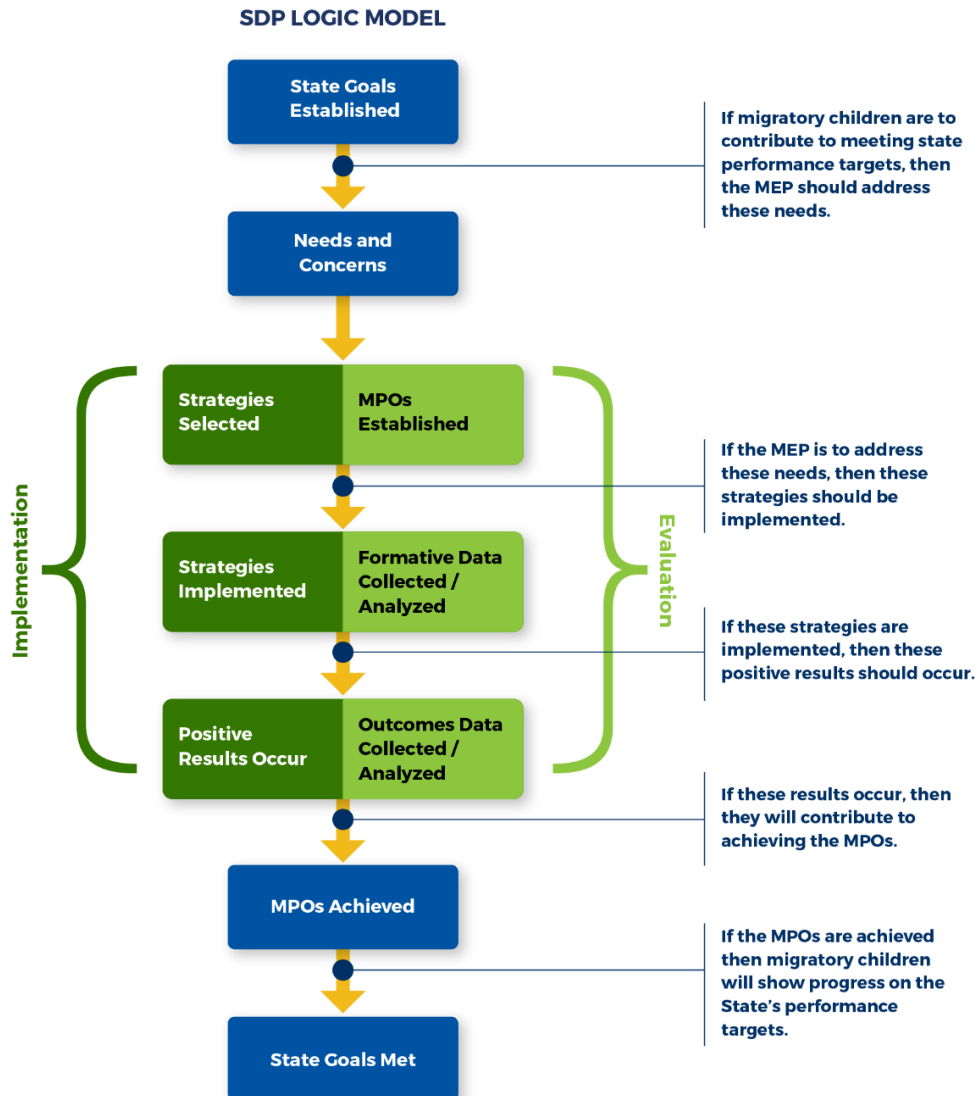
Required Components of a Comprehensive State Service Delivery Plan

To operationalize these expectations, ESSA requires that each State Service Delivery Plan include the following components:

- **Performance Targets**
The SDP specifies the performance targets adopted for migrant children in reading, mathematics, high school graduation/dropout, school readiness (if applicable), and any additional state-identified priorities, ensuring alignment with statewide accountability goals (34 CFR 200.83(a)(1)).
- **Comprehensive Needs Assessment**
The plan includes a systematic identification and assessment of (1) the unique educational needs resulting from migratory lifestyles and (2) other needs that must be addressed to support meaningful school participation (34 CFR 200.83(a)(2)).
- **Measurable Program Outcomes (MPOs)**
The SDP identifies measurable program outcomes that define what the MEP is expected to produce statewide through its services. MPOs provide a clear link between identified needs, service strategies, and progress toward state performance targets (ESEA Section 1306(a)(1)(D)).
- **Service Delivery Strategy**
The plan describes the State strategies for achieving performance targets and MPOs, including how services are designed to address both migrant-specific needs and broader barriers to effective participation in school (34 CFR 200.83(a)(3)).
- **Program Evaluation**
The SDP outlines how the State will evaluate program effectiveness and progress toward performance targets and MPOs, supporting data-informed decision-making and continuous improvement (34 CFR 200.83(a)(4)).

Display 2 provides a visual of the SDP Logic Model as specified in the OME SDP Toolkit. This illustrates how the performance targets, needs, MPOs, and evaluations relate to one another.

Display 2: SDP Logic Model



From: *SDP Toolkit*; Office of Migrant Education

Overview of the SDP Process

The SD SDP was developed through a structured, collaborative process that engaged stakeholders with direct experience and subject-matter expertise relevant to the education of migrant children and families. Stakeholder input played a central role in shaping the strategies presented in this report.

Consistent with federal statutory and regulatory requirements outlined by the Office of Migrant Education (OME), a state SDP should be revised when the State Educational Agency (SEA) undertakes substantive changes, including: updating the comprehensive statewide needs assessment; revising performance targets or measurable program outcomes (MPOs); making significant changes to statewide MEP services; or modifying the evaluation design. Collectively, this guidance indicates that SDPs are generally updated on an approximately three-year cycle. South Dakota is revising its SDP at this time to

ensure that MEP services are aligned with current needs and priorities of migrant children, students, youth, and families statewide.

The CNA/SDP Committee included representatives from local education agencies and the South Dakota Department of Education. The committee was led by Ashley Holm, M.Ed., Program Specialist, South Dakota Department of Education. The SDP is based on the updated CNA completed in fall 2025. Concern Statements identified in the CNA report served as the foundation for the committee's work, guiding the selection of solution strategies, development of MPOs, identification of required resources, and design of the evaluation plan.

The SD MEP addresses six goal areas derived from the five concern statements identified by the CNA Committee. During summer 2025, the CNA Committee conducted a systematic review of each goal area, including existing performance targets, concern statements, needs statements, potential strategies, and MPOs. Building on this review, the committee examined additional supporting information and proposed between 5-10 strategies per goal area. This later was revised to 4-6 strategies per goal area.

Initial strategies were drawn from four primary sources: (1) themes emerging from open-ended responses on administrator and teacher surveys administered as part of the CNA; (2) findings from closed-ended survey items; (3) direct input from CNA Committee members; and (4) strategies from the prior SDP that were determined to be effective.

To refine the proposed strategies, a brief stakeholder survey was developed for each goal area and distributed for feedback (see Attachment). Final strategies were selected based on analysis of survey results.

Report Sections

The Strategy Overview section introduces the six goal areas and the strategies associated with each. Subsequent sections examine each goal area in detail, presenting the corresponding strategies, measurable program outcomes (MPOs), and their alignment.

Strategy Overview

Goal Area 1: Improving Graduation Rates for Migratory Students

Migratory students may face challenges such as changing schools, language barriers, work responsibilities, and confusion about graduation requirements. The Migrant Education Program (MEP) works with schools and families to help students stay on track to graduate.

What the Migrant Education Program Focuses On

- Credit accrual and successful transfer toward graduation
- Completion of required coursework
- Understanding of graduation requirements and expectations
- Individualized planning for graduation and postsecondary goals
- Flexible pathways that account for mobility, work, and family responsibilities

How the Migrant Education Program Helps

- Provides one-on-one meetings to review credits and develop graduation plans
- Supports students with tutoring and credit recovery when coursework is interrupted
- Explains graduation requirements clearly, including in families' home languages
- Coordinates support from trained staff such as graduation liaisons and English learner teachers
- Offers flexible options and alternative pathways to help students stay on track
- Engages families through meetings and events focused on graduation and future planning

The MEP's priority is to make sure migratory students have the support they need to finish high school and move on to college, career training, or the workforce with confidence.

Goal Area 2: Improving Kindergarten Readiness for Migratory Students

Migratory children often enter kindergarten with limited access to early learning, inconsistent preschool attendance, and varying exposure to English and structured routines. Early gaps in language, literacy, math, and social skill development can quickly widen once formal schooling begins.

What the Migrant Education Program Focuses On

- Language development and early English exposure
- Early literacy skills (phonological awareness, print concepts)
- Familiarity with school routines and expectations
- Social-emotional readiness and self-regulation
- Continuity of early learning experiences

How the Migrant Education Program Helps

- Provides intentional language-rich interactions through structured activities
- Supports early literacy through shared reading and hands-on literacy experiences
- Helps children practice classroom routines and transitions
- Offers small-group and individualized early learning supports
- Engages families in understanding kindergarten expectations and readiness skills

The MEP's priority is to ensure migratory children enter kindergarten with the language, early literacy, math, and social skills needed to participate meaningfully in classroom instruction and routines from the first day of school.

Goal Area 3A: Improving English Language Arts Proficiency for Migratory Students

Interrupted schooling, curriculum misalignment, and limited access to consistent instruction place migratory students at increased risk for reading difficulties, particularly in the early grades when foundational skills are developing.

What the Migrant Education Program Focuses On

- Foundational reading skills (phonics, fluency, vocabulary, comprehension)
- Early identification of reading gaps
- Alignment to grade-level math instruction and instructional continuity across schools
- Access to age-appropriate and engaging texts

How the Migrant Education Program Helps

- Provides targeted reading instruction and intervention
- Supports screening and progress monitoring to guide instruction
- Coordinates services to reduce instructional gaps during transitions
- Expands access to reading materials and structured reading time
- Communicates reading expectations and progress with families

The MEP's priority is to reduce early reading gaps for migratory students by ensuring timely identification of needs and access to consistent, targeted reading instruction that supports grade-level progress despite interrupted schooling.

Goal Area 3B: Improving Math Proficiency for Migratory Students

Interrupted schooling, curriculum misalignment, and limited access to consistent instruction place migratory students at increased risk for math difficulties, limiting their progress in grade-level coursework and future academic pathways.

What the Migrant Education Program Focuses On

- Foundational math skills and conceptual understanding
- Identification of specific skill gaps
- Alignment to grade-level math instruction and instructional continuity across schools
- Student confidence and persistence in math

How the Migrant Education Program Helps

- Uses diagnostic information to target math skill gaps
- Provides small-group or individualized math support
- Aligns tutoring and support with classroom instruction
- Supports math vocabulary development and problem-solving strategies
- Helps students maintain progress despite school transitions

The MEP's priority is to prevent cumulative math gaps by providing targeted support that helps migratory students maintain grade-level progress and successfully complete required math coursework as they transition between schools.

Goal Area 4: Improving English Learner Proficiency for Migratory Students

Many migratory students are simultaneously learning English and academic content. Consistent language exposure and intentional instruction are essential for sustained progress in English proficiency.

What the Migrant Education Program Focuses On

- English language development across listening, speaking, reading, and writing
- Integration of language instruction with academic content including foundational literacy skills
- Access to appropriate EL services and supports
- Clear communication with families about language development
- Use of research-based instructional practices aligned to WIDA standards
- Explicit instruction in phonics, decoding, academic vocabulary and language structures

How the Migrant Education Program Helps

- Provides targeted English language instruction and practice opportunities
- Supports coordination between EL services and core instruction
- Ensures appropriate accommodations and scaffolds
- Helps families understand EL services, expectations, and progress
- Reduces language barriers that limit access to instruction

The MEP's priority is to accelerate English language development for migratory students by ensuring consistent access to effective language instruction and supports that allow students to fully engage in academic content.

Goal Area 5: Improving Parent Involvement for Migratory Students

Work demands, mobility, language differences, and unfamiliarity with school systems can limit migrant families' opportunities to engage with schools, even when they are highly invested in their children's success.

What the Migrant Education Program Focuses On

- Clear, consistent communication with families
- Building trust and relationships with parents
- Reducing logistical barriers to involvement
- Helping families understand school expectations and options

How the Migrant Education Program Helps

- Communicates with families in their preferred language and format
- Provides regular check-ins and relationship-based support
- Offers flexible opportunities for engagement
- Helps families navigate school systems and academic requirements
- Reduces parent worry by improving access to information and support

The MEP's priority is to reduce barriers to family engagement by ensuring migrant parents are informed, supported, and able to participate meaningfully in their children's education, regardless of mobility or language differences.

The following sections provide an overview of the five concern areas (Concern Area 3 is broken out into two Sections: ELA and Math as such there are six goals). For each section, Display 1 shows the State MEP Performance Target, Concern Statement, Need Statement, Strategies and MPOs for the goal area of graduation; and Display 2 shows how the Strategies and MPOs align.

Goal Area 1: Graduation

Display G1-1: Overview of Goal Area

State MEP Performance Target: By the 2029-2030 school year, 96.30% of migratory students will graduate.
Concern Statement: We are concerned that there is a low graduation rate and retention rate for migratory students in South Dakota and there is a need to identify barriers to success to increase graduation rates for migratory students.
Need Statement: The current graduation of migratory students is 54% whereas for non-migratory students it is 83%. We want to increase the migrant graduation rate to 70% by 2027-28.
Strategies: 1. Improve Communication About Graduation Requirements and Options Ensure students, families, and staff clearly understand graduation requirements, credit options, and alternative pathways. 2. Provide Individualized Graduation Planning and Monitoring Meet regularly with migrant high school students to develop and monitor individualized graduation plans that reflect each student's circumstances and goals. 3 Offer Flexible Graduation, Re-Engagement, and Credentialing Pathways • Provide flexible graduation pathways that account for student mobility, work responsibilities, interrupted schooling, and credit gaps. • Implement targeted dropout prevention and re-engagement strategies for students who are off track or have disengaged. • Ensure access to diploma equivalency and alternative credentials when traditional graduation pathways are no longer viable. 4. Ensure Access to Academic Supports and Credit Recovery Provide timely academic supports (e.g., tutoring, credit recovery, and academic monitoring and intervention) that help students stay on track or catch up when credit gaps occur. 5. Strengthen Comprehensive Support Systems Through Specialized Staff Use specialized staff (e.g., graduation liaisons and EL teachers) to coordinate services, monitor progress, and connect students and families to supports.
MPOs: A. Credit Accrual • The proportion of migratory students successfully transferring credits from other schools or states needs to increase by 15% in the next two years to prevent graduation delays. • The rate of migratory students completing credit recovery programs necessary for graduation needs to increase by 12% in the next two years. • 88% of staff said that high school credit accrual is a moderate/high/critical instructional need of migratory students. We want this to decrease to 65%. B. Graduation Requirements/Class Completions • 88% of staff said that support for completing high school classes is a moderate/high/critical supplemental instructional need of migratory students. We want this to decrease to 70%. • 56% of staff said that MEP services help migratory students meet graduation requirements "quite a bit" or "a lot." We want to increase this to 70%. • 60% of parents reported that they are worried at least "somewhat" about what their child needs to do to finish high school. We want this to decrease to 45%. C. Options after High School • 62% of parents reported that they are worried at least "somewhat" about options after high school. We want this to decrease to 45%. • 80% of staff said that secondary counseling (credits/graduation) and counseling on options after high school are a moderate/high/critical professional development need. We want this to decrease to 65%.

Display G1-2: Alignment of Strategies and MPOs

MPO Area 1: Credit Accrual

- Increase successful transfer of credits by 15%
- Increase completion of credit recovery programs by 12%
- Reduce staff reporting credit accrual as a moderate/high/critical instructional need (88% → 65%)

Strategy	Primary MPO Connection	Rationale
Improve communication about graduation requirements and options	Increase credit transfer; Increase credit recovery	Clear, accurate information reduces errors in transcript review and credit application.
Provide individualized graduation planning and monitoring	Improve credit accrual; Increase credit recovery	Individual plans allow staff to track credits, identify gaps early, and intervene before delays occur.
Offer flexible pathways to graduation	Improve credit accrual	Flexible scheduling and alternative pathways help students earn and retain credits
Ensure access to academic supports and credit recovery	Increase credit recovery	Tutoring and credit recovery directly increase students' ability to complete missing or failed coursework.
Strengthen comprehensive support systems through specialized staff	Improve credit accrual	Liaisons and specialized staff coordinate records, credit transfers, and follow-up across schools.

MPO Area 2: Graduation Requirements/Class Completions

- Reduce staff reporting class completion as a moderate/high/critical need (88% → 70%)
- Increase staff reporting MEP helps students meet graduation requirements (56% → 70%)
- Reduce parent worry about finishing high school (60% → 45%)

Strategy	Primary MPO Connection	Rationale
Build strong relationships and welcoming school environments	Increase class completion; Improve persistence	Students are more likely to stay engaged and complete coursework when they feel supported and connected.
Provide individualized graduation planning and monitoring	Improve graduation requirement system	Breaking requirements into clear, manageable steps increases completion rates and reduces confusion.
Ensure access to academic supports and credit recovery	Increase class completion	Supplemental instruction supports students struggling to complete required coursework.
Expand English language acquisition and culturally responsive supports	Increase class completion; Improve persistence	Language access and cultural responsiveness reduce academic barriers to course completion.
Strengthen comprehensive support systems through specialized staff	Improve graduation requirement system	Coordinated supports improve consistency and follow-through on graduation plans.

MPO Area 3: Options After High School

- Reduce parent worry about postsecondary options (62% → 45%)
- Reduce staff reporting secondary counseling as a high/critical PD need (80% → 65%)

Strategy	Primary MPO Connection	Rationale
Increase family engagement focused on graduation and future planning	Increase parent understanding of options	Engaging families in planning increases awareness of postsecondary and career pathways.
Improve communication about graduation requirements and options	Improve counseling clarity	Clear guidance helps students and families understand how graduation connects to future opportunities.
Provide individualized graduation planning and monitoring	Improve postsecondary readiness	Individual planning naturally includes discussion of postsecondary goals and pathways.
Offer alternative credentials and equivalency options	Improve postsecondary access	Equivalency options provide viable pathways when traditional diplomas are no longer feasible.
Provide dropout prevention and re-engagement opportunities	Improve postsecondary readiness	Keeping students connected to school preserves access to future options.

Goal Area 2: Kindergarten Readiness

Display G2-1: Overview of Goal Area

State MEP Performance Target: N/A
Concern Statement: We are concerned that South Dakota migratory students are not beginning school with basic readiness skills for reading, writing, and mathematics.
Need Statement: The average percent of migratory students at grade level for each of five skill areas is the following: ○ Reading Skills: 12.75% ○ Math Skills: 33.25% ○ Social/Emotional Skills: 62.29% ○ Other Skills: 61.92% ○ Motor Skills: 71.67% We want to increase each of these average percents by 10 percentage points.
Strategies: 1. Focus on Language Development and Early Literacy Skills Provide daily, intentional instruction that builds migratory children’s oral language, early English exposure, and foundational literacy skills, including vocabulary development, phonological awareness, print concepts, and early reading behaviors. Instruction is embedded in routine classroom activities, shared reading, and hands-on literacy experiences. 2. Implement Social-Emotional and Play-Based Learning Integrate structured play and social-emotional learning experiences that support self-regulation, peer interaction, problem-solving, and emotional understanding. These activities help migrant children adapt to classroom expectations and develop critical behavioral and social skills for kindergarten. 3. Focus on Cultural Responsiveness and Inclusion Create inclusive early learning environments that affirm migratory children’s cultural backgrounds, lived experiences, and home languages. Instruction and materials reflect students’ identities and classroom practices value family knowledge and reduce barriers to engagement for highly mobile and culturally diverse learners. 4. Strengthen Preschool Access Implement systematic processes to identify migratory families with preschool-age children and support timely enrollment in early childhood programs, including Head Start and other community-based services. 5. Enhance Family Engagement with Bilingual Communication Establish clear, consistent, and bilingual communication systems that help migratory families understand early learning expectations, available services, and practical ways to support kindergarten readiness at home. 6. Provide Professional Development on Migrant Early Learning Needs Provide ongoing professional development for educators focused on the early learning needs of migratory children, including language development, culturally responsive practices, social-emotional learning, and evidence-based kindergarten readiness strategies. Training supports consistent implementation across early childhood and elementary settings.
MPOs: A. Kindergarten Readiness Skills and Instruction • 13% of parents reported that they are worried at least “somewhat” about their child being ready to start kindergarten. We want this to decrease to 10%. • 77% of staff say that MEP services help students be ready for kindergarten. We want to increase this to 85%. • 86% of staff said that preparing preschools for kindergarten is a moderate/high/critical instructional need of migratory students. We want this to decrease to 70%. • 81% said school readiness is a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.

B. Parent Training

- 86% said kindergarten readiness skills are a moderate/high/critical parent training need. We want this to decrease to 70%.

Display G2-2: Alignment of Strategies and MPOs

MPO Area 1: Kindergarten Readiness Skills and Instruction

- Decrease parents worried about kindergarten readiness (13% → 10%)
- Increase staff reporting MEP services help students be ready for kindergarten (77% → 85%)
- Reduce staff reporting preschool preparation as a moderate/high/critical instructional need (86% → 70%)
- Reduce staff reporting school readiness as a moderate/high/critical PD need (81% → 65%)

Strategy	Primary MPO Connection	Rationale
Focus on language development and early literacy skills	Increase staff reporting readiness support; Reduce instructional need	Oral language, vocabulary, phonological awareness, and print concepts are foundational readiness skills that strongly predict early academic success.
Implement social-emotional and play-based learning	Reduce parent worry; Improve readiness	Self-regulation, peer interaction, and problem-solving skills support successful participation in kindergarten routines and learning activities.
Focus on cultural responsiveness and inclusion	Reduce parent worry; Improve engagement	Culturally affirming learning environments promote belonging, participation, and comfort for migrant children entering school.
Strengthen preschool access	Improve readiness; Increase staff reporting readiness support	Early access to preschool experiences increases exposure to structured learning, routines, and foundational readiness skills.
Enhance family engagement with bilingual communication	Reduce instructional need; Improve readiness	Clear, bilingual communication with families supports consistent reinforcement of readiness skills across home and school settings.
Provide professional development on migrant early learning needs	Reduce staff-reported PD need	Targeted professional development builds staff capacity to implement evidence-based, culturally responsive kindergarten readiness practices.

MPO Area 2: Parent Training

- Reduce staff reporting kindergarten readiness skills as a moderate/high/critical parent training need (86% → 70%)

Strategy	Primary MPO Connection	Rationale
Enhance family engagement with bilingual communication	Reduce parent training need	Accessible, relationship-centered communication improves family understanding of kindergarten expectations and available supports.
Focus on language development and early literacy skills (family-facing)	Reduce parent training need	Family guidance on language and early literacy activities helps caregivers support readiness skills at home.
Implement social-emotional and play-based learning (family communication)	Reduce parent worry; Reduce training need	Clear messaging about social-emotional development and play reduces uncertainty about non-academic readiness expectations.
Strengthen preschool access	Reduce parent training need	Support with preschool identification and enrollment helps families navigate early learning systems that prepare children for kindergarten.
Focus on cultural responsiveness and inclusion	Reduce parent training need	Culturally responsive engagement practices increase trust, understanding, and family participation in readiness efforts.

Goal Area 3A: English Language Arts Proficiency

Display G3A-1: Overview of Goal Area

State MEP Performance Target:

By the 2029-2030 school year, 66.38% of migratory students will score at a proficient level or higher in English language arts.

Concern Statement:

We are concerned that instruction for South Dakota migratory students in language and mathematics may not be effectively targeting the foundational skills necessary to facilitate success to ensure that students are acquiring the basic building blocks necessary to master these skills and to ultimately graduate from high school.

Need Statement:

- The current reading proficiency rate of migratory students is 24.12%; for non-migratory students it is 50.75%. We want to increase the migrant student rate to 39.12% by 2027-28.
- The current percentage of migratory students performing at Level 1 on the state reading test is 56.77%; for non-migratory students it is 25.49%. We want to decrease the migrant student rate to 41.77%.

Strategies:

- 1. Provide Explicit Phonics & Foundational Skills Instruction (Science of Reading)**
Deliver systematic, explicit instruction in phonics, phonemic awareness, fluency, decoding, and word recognition aligned to the Science of Reading.
- 2. Use Scaffolded and Differentiated Instruction**
Adjust reading instruction based on students' English proficiency, literacy development, and background knowledge using intentional scaffolds such as modeling, guided practice, sentence frames, visuals, graphic organizers, and tiered tasks.
- 3. Implement SIOP with Fidelity**
Implement SIOP across reading instruction to ensure lessons are comprehensible and language-rich. This includes clearly articulated content and language objectives, explicit academic vocabulary instruction, structured student interaction, and integration of students' cultural and linguistic assets to support comprehension and engagement.
- 4. Expand Professional Development in Evidence-Based Reading Practices**
Provide professional development focused on evidence-based reading instruction, including the Science of Reading, effective use of scaffolds, and high-fidelity SIOP implementation.

MPOs:

A. Reading Standards and Instruction

- The proportion of migratory students demonstrating improved vocabulary acquisition needs to increase by 12% over three years
- The proportion of migratory students participating in summer reading programs needs to increase by 19% over two years to prevent summer learning loss.
- 86% of parents reported that they are worried at least "somewhat" about their child getting help with reading. We want this to decrease to 65%.
- Between 90-93% of staff said any given reading standard is a moderate/high/critical need for migratory students. We want this to decrease to 75%.
- 96% of staff said that reading instruction is a moderate/high/critical instructional need of migratory students. We want this to decrease to 75%.
- 87% said reading/literacy strategies are a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.

B. Writing Instruction

- 78% of parents reported that they are worried at least "somewhat" about their child getting help with writing. We want this to decrease to 65%.
- 96% of staff said that writing instruction is a moderate/high/critical instructional need of migratory students. We want this to decrease to 75%.

C. Parent Training

- 93% said helping children with reading is a moderate/high/critical parent training need. We want this to decrease to 75%.

D. Special Populations

- Students (and teachers of the students) who are Migrant and also receiving SPED services need additional support as 0% are proficient. We want this to increase to 15%.

Display G3A-2: Alignment of Strategies and MPOs

MPO Area 1: Reading Standards and Instruction

- Increase vocabulary acquisition by 12%
- Increase participation in summer reading programs by 19%
- Reduce parent worry about reading support (86% → 65%)
- Reduce staff reporting reading standards as a moderate/high/critical need (90–93% → 75%)
- Reduce staff reporting reading instruction as a moderate/high/critical need (96% → 75%)
- Reduce staff reporting reading/literacy PD needs (87% → 65%)

Strategy	Primary MPO Connection	Rationale
Provide explicit phonics and foundational skills instruction	Improve proficiency on reading standards; Reduce instructional need	Systematic, explicit instruction in phonics, fluency, and decoding directly addresses foundational skill gaps common among migrant students with interrupted schooling.
Use scaffolded and differentiated instruction	Improve proficiency on reading standards; Reduce parent worry	Instructional scaffolds and differentiation increase access to grade-level content and reduce frustration for students and families.
Implement SIOP with fidelity	Improve proficiency on reading standards; Reduce staff-reported instructional and PD needs	Consistent sheltered instruction with clear language objectives improves comprehension and supports English development across reading tasks.
Expand professional development in evidence-based reading practices	Reduce staff-reported instructional and PD needs	Professional development builds consistency and capacity in evidence-based reading instruction across classrooms.

MPO Area 2: Writing Instruction

- Reduce parent worry about writing support (78% → 65%)
- Reduce staff reporting writing instruction as a moderate/high/critical need (96% → 75%)

Strategy	Primary MPO Connection	Rationale
Use scaffolded and differentiated instruction	Improve writing instruction	Scaffolds such as sentence frames, modeling, and guided practice support written expression, organization, and academic language development.
Implement SIOP with fidelity	Reduce staff-reported instructional and PD needs	Explicit language objectives and structured output opportunities strengthen writing across reading and content instruction.
Expand professional development in evidence-based reading practices	Reduce staff-reported instructional and PD needs	Professional learning focused on literacy integration supports consistent and effective writing instruction within reading lessons.

MPO Area 3: Parent Training

- Reduce staff reporting helping children with reading as a moderate/high/critical parent training need (93% → 75%)

Strategy	Primary MPO Connection	Rationale
Use scaffolded and differentiated instruction (family-facing guidance)	Reduce staff-reported parent training needs	Clear guidance on simple, scaffolded reading practices helps families support reading at home.
Implement SIOP with fidelity (family communication)	Reduce staff-reported parent training needs	Consistent language supports and visuals make reading expectations more understandable to families.
Expand professional development in evidence-based reading practices	Reduce staff-reported parent training needs	Well-trained staff are equipped to communicate effective, practical reading strategies to families.

MPO Area 4: Special Populations (Migrant + SPED)

- Increase proficiency for migratory students receiving SPED services (0% → 15%)

Strategy	Primary MPO Connection	Rationale
Provide explicit phonics and foundational skills instruction	Improve SPED proficiency	Evidence-based foundational skills instruction addresses core reading deficits common among students with disabilities.
Use scaffolded and differentiated instruction	Improve SPED proficiency	Intentional instructional adjustments ensure access to grade-level content while supporting individual learning needs.
Implement SIOP with fidelity	Improve SPED proficiency	Language-rich, structured instruction supports comprehension and engagement for migratory students.

Goal Area 3B: Math Proficiency

Display G3B-1: Overview of Goal Area

State MEP Performance Target:

By the 2029- 2030 school year, 66.38% of migratory students will score at a proficient level or higher in math.

Concern Statement:

We are concerned that instruction for South Dakota migratory students in language and mathematics may not be effectively targeting the foundational skills necessary to facilitate success to ensure that students are acquiring the basic building blocks necessary to master these skills and to ultimately graduate from high school.

Need Statement:

- The current math proficiency rate of migratory students is 20.00%; for non-migratory students it is 43.31%. We want to increase the migrant student rate to 35.00% by 2027-28.
- The current percentage of migratory students performing at Level 1 on the state math test is 60.15%; for non-migratory students it is 29.28%. We want to decrease the migrant student rate to 45.15%.

Strategies:

1. Provide Targeted Small-Group and One-on-One Math Instruction

Deliver targeted math instruction through small groups, tutoring, and individualized support to address skill gaps, reinforce conceptual understanding, and provide timely corrective feedback. Instruction is informed by screening and classroom data and incorporates structured practice, modeling, manipulatives, and technology-based supports to meet the needs of migrant students.

2. Strengthen Academic Math Vocabulary & Language Development

Explicitly teach mathematical vocabulary, symbols, and language structures needed to understand instruction and solve word problems. Instruction includes repeated exposure, visual and contextual supports, sentence frames, peer discussion, and bilingual resources where appropriate to support both math understanding and English language development.

3. Implement SIOP with Fidelity

Implement the Sheltered Instruction Observation Protocol (SIOP) in math instruction to ensure concepts are accessible and language demands are explicit. This includes clear content and language objectives, intentional use of visuals and manipulatives, structured student interaction, modeling of mathematical thinking, and culturally relevant problem contexts.

4. Expand Professional Development Focused on Math Instruction for Migrant Students

Provide professional development focused on math instruction for migrant students, including targeted intervention strategies, academic language development, use of manipulatives and visual supports, high-fidelity SIOP implementation, and culturally responsive practices.

MPOs:

A. Math Standards and Instruction

- The percentage of migratory students who receive one-on-one or small group math support needs to increase by 15% in the next year.
- Students (and teachers of the students) who are Migrant and also receiving SPED services need additional support as 0% are proficient. We want this to increase to 15%.
- Between 85-90% of staff said any given math standard is a moderate/high/critical need for migratory students. We want this to decrease to 75%.
- 88% of staff said that high school credit accrual is a moderate/high/critical instructional need of migratory students. We want this to decrease to 75%.
- 93% of staff said that math instruction is a moderate/high/critical instructional need of migratory students. We want this to decrease to 80%.
- 84% said mathematics strategies are a moderate/high/critical PD need for themselves. We want this to decrease to 70%.

B. Parent Training

- The rate of migratory students whose parents receive training on supporting math learning at home needs to increase by 16% within two years.
- 69% of parents reported that they are worried at least “somewhat” about their child getting help with math. We want this to decrease to 50%.
- 91% said helping children with math is a moderate/high/critical parent training. We want this to decrease to 75%.

Display G3B-2: Alignment of Strategies and MPOs

MPO Area 1: Math Standards and Instruction

- Increase the percentage of migrant students receiving one-on-one or small-group math support by 15%
- Increase proficiency among Migrant + SPED students from 0% to 15%
- Reduce staff reporting math standards as a moderate/high/critical need (85–90% → 75%)
- Reduce staff reporting math instruction as a moderate/high/critical need (93% → 80%)
- Reduce staff reporting math strategies as a PD need (84% → 70%)
- Reduce staff reporting high school credit accrual as an instructional need (88% → 75%)

Strategy	Primary MPO Connection	Rationale
Provide targeted small-group and one-on-one math instruction	Increase small-group support; Increase proficiency	Targeted and individualized math instruction increases access to intensive support needed to close significant skill gaps, particularly for highly mobile students and those receiving SPED services.
Strengthen academic math vocabulary and language development	Reduce staff-reported math standards and instructional needs	Explicit instruction in mathematical vocabulary and language reduces barriers in problem solving and supports comprehension.
Implement SIOP in math with fidelity	Reduce staff-reported instructional and PD needs	Consistent instruction makes math concepts comprehensible while explicitly addressing the language demands of mathematics.
Expand professional development focused on math instruction for migrant students	Reduce staff-reported instructional and PD needs	Professional development builds educator capacity to deliver effective, consistent math instruction using evidence-based strategies.

MPO Area 2: Parent Training

- Increase the rate of parents receiving training on supporting math learning at home by 16%
- Reduce parent worry about math support (69% → 50%)
- Reduce staff reporting parent math training as a critical need (91% → 75%)

Strategy	Primary MPO Connection	Rationale
Strengthen academic math vocabulary and language development (family-facing)	Reduce parent worry; Increase parent training participation	Clear explanations of math language and expectations help families better understand instruction and support learning at home.
Implement SIOP in math with fidelity (family communication)	Reduce staff-reported parent training needs	Consistent use of visuals, examples, and language supports improves family understanding of math instruction.
Provide targeted small-group and one-on-one math instruction (communication to families)	Reduce parent worry	Clear communication about individualized math supports increases family confidence in how student needs are being addressed.
Expand professional development focused on math instruction for migrant students	Reduce staff-reported parent training needs	Professional development strengthens staff ability to clearly communicate effective math strategies and supports to families.

Goal Area 4: English Learner Proficiency

Display G4-1: Overview of Goal Area

State MEP Performance Target:

By 2029-30, the percent of migratory students making progress in achieving English Language proficiency will be 75%.

Concern Statement:

We are concerned that South Dakota migratory students that are English Language Learners may need additional help and instructional assistance in order to become proficient in English and proficient in critical content areas to increase the numbers of students who successfully graduate from high school.

Need Statement:

- The percent of migratory students scoring proficient on the ACCESS test is 5.71%. We want to increase the migrant student rate to 15.71%.
- The current percentage of migratory students showing growth on the ACCESS test is 51.09%. We want to increase this to 61.09%.

Strategies:

- 1. Provide Specialized EL/ESL Programs with Dedicated EL Teachers**
Ensure migrant students have access to structured EL/ESL programs delivered by qualified EL teachers aligned to students' English proficiency levels and instructional needs. Programs include targeted language instruction, coordinated services with content classrooms, and focused supports for students.
- 2. Implement SIOP with Fidelity in All Classrooms**
Implement the Sheltered Instruction Observation Protocol (SIOP) across EL and general education classrooms to ensure instruction is comprehensible and language-rich. This includes clearly articulated language objectives, explicit vocabulary instruction, structured peer interaction, intentional use of visuals and modeling, and opportunities for students to practice academic language.
- 3. Develop Systematic Academic Vocabulary and Language Instruction**
Provide intentional, research-based instruction in academic language and discipline-specific vocabulary across content areas. Instruction includes explicit teaching of word meanings and language structures, repeated exposure, contextualized practice, and opportunities for oral and written language development supported by visuals, sentence frames, and bilingual resources where appropriate.
- 4. Expand Professional Development on EL Instructional Strategies**
Provide professional development for both general education and EL teachers focused on effective EL instructional strategies. Training includes SIOP implementation, academic language development, use of WIDA standards, scaffolding techniques, and culturally responsive practices to ensure consistent, high-quality instruction across classrooms.
- 5. Use WIDA Standards and Descriptors to Guide Instruction**
Apply WIDA English Language Development standards and proficiency descriptors to guide instructional planning, scaffolding, and expectations in both EL and content-area classrooms. Instruction is aligned to students' current language proficiency levels and intentionally supports progress toward higher levels of English language development.
- 6. Provide Explicit Phonics & Foundational Skills Instruction (Science of Reading)**
Deliver systematic, explicit instruction in phonics, phonemic awareness, fluency, decoding, and word recognition aligned to the Science of Reading.

MPOs:

- A. English Language Acquisition and Instruction**
 - 62% of staff said that the MEP helps migratory students become proficient in the English Language. We want to increase this to 72%.
 - 94% of staff said that English language instruction is a moderate/high/critical need for migratory students. We want this to decrease to 75%.
 - 86% said EL diverse learner strategies are a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.

- 78% of parents reported that they are worried at least “somewhat” about language barriers their child experiences at school. We want this to decrease to 60%.

B. Parent Training

- 94% said family literacy/English language development is a moderate/high/critical parent training need. We want this to decrease to 75%.

Display G4-2: Alignment of Strategies and MPOs

MPO Area 1: English Language Acquisition and Instruction

- Increase staff reporting that the MEP helps migratory students become proficient in English (62% → 72%)
- Reduce staff reporting English language instruction as a moderate/high/critical need (94% → 75%)
- Reduce staff reporting EL diverse learner strategies as a moderate/high/critical PD need (86% → 65%)
- Reduce parent worry about language barriers at school (78% → 60%)

Strategy	Primary MPO Connection	Rationale
Provide specialized EL/ESL programs with dedicated EL teachers	Increase English proficiency; Reduce instructional need	Access to structured EL/ESL programs aligned to proficiency levels improves English language development and instructional consistency.
Implement SIOP with fidelity in all classrooms	Reduce instructional/PD needs; Reduce parent worry	Consistent sheltered instruction ensures English learners can access content and language development opportunities in every classroom.
Develop systematic academic vocabulary and language instruction	Increase English proficiency; Reduce instructional need	Intentional academic language instruction addresses a primary barrier to success across content areas for English learners.
Use WIDA standards and descriptors to guide instruction	Reduce instructional need ratings; Improve alignment	Use of WIDA standards aligns expectations, scaffolding, and instruction to students' current English proficiency levels.
Expand professional development on EL instructional strategies	Reduce PD need; Improve instructional consistency	Ongoing professional development builds staff capacity to implement effective, research-based EL strategies with fidelity.
Provide explicit phonics & foundational skills instruction (Science of Reading)	Increase English proficiency; Reduce instructional need	Explicit foundational literacy instruction removes a key barrier to reading, vocabulary development, and overall English proficiency.

MPO Area 2: Parent Training

- Reduce staff reporting family literacy/English language development as a moderate/high/critical parent training need (94% → 75%)

Strategy	Primary MPO Connection	Rationale
Provide EL programs with dedicated EL teachers (family communication)	Reduce parent worry; Reduce staff-reported parent training needs	Clear communication about EL services helps families understand how language instruction supports their children.
Implement SIOP with fidelity in all classrooms (family-facing practices)	Reduce parent worry	Consistent use of visuals, modeling, and language supports improves family understanding.
Develop systematic academic vocabulary and language instruction (family-facing guidance)	Reduce staff-reported parent training needs	Family guidance on language development helps caregivers support English learning at home.
Use WIDA standards and descriptors to guide instruction (family communication)	Reduce parent worry	Clear explanations of proficiency levels and expectations help families understand English language progress.
Expand professional development on EL instructional strategies	Reduce staff-reported parent training needs	Professional development strengthens staff ability to communicate EL strategies/progress to families.
Provide explicit phonics & foundational skills instruction (Science of Reading)	Reduce staff-reported parent training needs;	Family guidance on foundational reading skills helps caregivers support English development and home support improves.

Goal Area 5: Parent Involvement

Display G5-1: Overview of Goal Area

State MEP Performance Target: N/A
Concern Statement: We are concerned that a lack of parent involvement and assistance for families may be impacting the success of migratory students.
Need Statement: 27% of parents stated that they participated in family engagement activities. We want this to increase to 45%.
Strategies: 1. Build Relationship-Based, Personal Communication with Families Establish consistent, personal, and trust-based communication between schools, MEP staff, and migrant families. Communication emphasizes relationship building, responsiveness, and follow-through so families feel known, respected, and comfortable engaging with schools and programs. 2. Offer Flexible, Accessible Family Engagement Opportunities Design family engagement activities and supports that accommodate families' work schedules, transportation needs, childcare responsibilities, and mobility. Opportunities are offered in multiple formats and settings to reduce barriers and increase meaningful participation. 3. Provide Consistent, Multilingual, and Visually Clear Communication Systems Ensure families receive information in languages they understand using visuals, consistent formats, and predictable communication channels. Systems are designed to reduce confusion, increase accessibility, and support families' ability to navigate school expectations and services. 4. Use Family Liaisons and MEP Staff Serving as Trusted Connectors Leverage family liaisons, migrant recruiters, and MEP staff as trusted points of contact who connect families to schools, services, and community resources. These staff support communication, problem-solving, and follow-up, helping families overcome barriers and remain engaged. 5. Invest in Ongoing Staff Training in Family Engagement and Cultural Responsiveness Provide professional development for school and MEP staff focused on effective family engagement practices, cultural responsiveness, and implementation of communication and support systems.
MPOs: A. Family Engagement 11% of parents stated that they participated in parent workshops or trainings. We want this to increase to 30%. 38% of parents report that the Migrant Education Program has helped them get involved in school activities "a lot." We want to increase this to 50%. 85% of staff say that Involving parents in their child's education as a moderate/high/critical need or higher profession development need for them in order to better serve migratory students. 90% of staff say that the topic of "parent involvement in school" is a moderate/high/critical parent training need. We want this to decrease to 75%. B. Learning at Home 91% of staff say that the topic of "Strategies to support education in the home" is a moderate/high/critical parent training need. We want this to decrease to 75%. 32% of parents stated that they have received training or information on how to help their child with homework or studying. We want this to increase to 50%. 89% of staff say that the topic of "how to help children with homework" is a moderate/high/critical parent training need. We want this to decrease to 75%. 91% of staff say that the topic of "educational resources in the home" is a moderate/high/critical parent training need. We want this to decrease to 75%. C. Communication 92% of staff say that the topic of "Communicating with the school/teachers" is a moderate/high/critical parent training need. We want this to decrease to 75%.

D. Student Attendance

- The percent of migratory students who are chronically absent is 22.45%. We want to decrease this to 15.00% by 2027-28.
- The percent of migratory students in grades 9-12 who are chronically absent is 39%. We want to decrease this to 20.00% by 2027-28.

Display G5-2: Alignment of Strategies and MPOs

MPO Area 1: Family Engagement

- Increase parent participation in workshops/trainings (11% → 30%)
- Increase parents reporting MEP helped them get involved “a lot” (38% → 50%)
- Reduce staff reporting parent involvement as a high/critical PD need (85% → lower)
- Reduce staff reporting parent involvement as a high/critical parent training need (90% → 75%)

Strategy	Primary MPO Connection	Rationale
Build relationship-based, personal communication with families	Increase parent participation; Increase MEP positivity	Trust-based, personal communication is a primary driver of family engagement, particularly for highly mobile migrant families.
Flexible, accessible family engagement opportunities	Increase parent participation; Reduce staff-reported needs	Flexible scheduling, locations, and formats reduce practical barriers that limit family participation.
Provide consistent, multilingual, and visually clear communication systems	Increase parent involvement; Reduce parent training needs	Clear, accessible communication reduces language and system barriers that prevent families from engaging.
Use family liaisons and MEP staff serving as trusted connectors	Increase parent involvement; Reduce parent training needs	Trusted staff connectors help families navigate schools, access services, and maintain engagement despite mobility.
Invest in ongoing staff training in family engagement	Reduce staff-reported PD and training needs	Professional development builds staff capacity to engage families consistently and effectively.

MPO Area 2: Learning at Home

- Reduce staff reporting “strategies to support education in the home” as a high/critical need (91% → 75%)
- Increase parents receiving training on helping with homework/studying (32% → 50%)
- Reduce staff reporting homework support as a high/critical parent training need (89% → 75%)
- Reduce staff reporting educational resources in the home as a high/critical parent training need (91% → 75%)

Strategy	Primary MPO Connection	Rationale
Provide consistent, multilingual, and visually clear communication systems	Increase home learning support	Families need clear, understandable guidance to support learning and homework at home.
Use family liaisons and MEP staff serving as trusted connectors	Reduce staff-reported parent training needs	Trusted staff help families access academic resources and support learning at home.
Flexible, accessible family engagement opportunities	Increase parent training participation	Flexible formats and delivery methods increase family access to learning-at-home supports.
Build relationship-based, personal communication with families	Improve home learning effectiveness	Strong relationships increase families’ willingness to engage in and sustain learning activities at home.
Invest in ongoing staff training in family engagement and cultural responsiveness	Reduce staff-reported parent training needs	Professional development improves staff ability to guide families in supporting learning at home.

MPO Area 3: Communication

- Reduce staff reporting “communicating with the school/teachers” as a high/critical parent training need (92% → 75%)

Strategy	Primary MPO Connection	Rationale
Build relationship-based, personal communication with families	Reduce communication training needs	Two-way, personal communication improves clarity, responsiveness, and trust.
Provide consistent, multilingual, and visually clear communication systems	Reduce communication barriers	Predictable, accessible communication systems reduce confusion and missed information.
Invest in ongoing staff training in family engagement and cultural responsiveness	Reduce staff-reported communication needs	Training ensures staff use effective and culturally responsive communication practices.

MPO Area 4: Student Attendance

- Reduce chronic absenteeism for migratory students (22.45% → 15.00%)
- Reduce chronic absenteeism for migratory students in grades 9–12 (39% → 20.00%)

Strategy	Primary MPO Connection	Rationale
Build relationship-based, personal communication with families	Reduce chronic absenteeism	Trust and communication help schools identify and address attendance barriers early.
Flexible, accessible family engagement opportunities	Reduce chronic absenteeism	Engaged families are more likely to prioritize and support consistent attendance.
Use family liaisons and MEP staff serving as trusted connectors	Reduce chronic absenteeism	Trusted connectors help families overcome logistical and systemic barriers affecting attendance.
Provide consistent, multilingual, and visually clear communication systems	Improve attendance	Clear communication ensures families understand attendance expectations and supports.
Invest in ongoing staff training in family engagement and cultural responsiveness	Improve attendance	Consistent, culturally responsive engagement practices support sustained student attendance.

Evaluation and Progress Monitoring Plan

The SD MEP evaluates program effectiveness through a comprehensive Evaluation and Progress Monitoring Plan designed to measure program impact on migratory children, inform continuous improvement, and determine whether identified needs are being met. Evaluation activities are aligned with the CNA and SDP and are used to support evidence-based decision making at both the state and local levels.

Evaluation Purpose and Scope

The SD MEP evaluation examines both program implementation and program results (outcomes), as required under 34 CFR §§ 200.83–200.85. Through this dual lens, the evaluation assesses:

- Fidelity of implementation of SDP service delivery strategies
- Progress toward MPOs
- Progress toward state performance targets
- Performance on national MEP GPRA¹ measures:
 - The percentage of MEP students who scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8,
 - The percentage of MEP students who scored at or above proficient on their state's annual Mathematics assessments in grades 3-8,
 - The percentage of MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level, and
 - The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or its equivalent.

The evaluation focuses on the SDP goal areas of graduation, kindergarten readiness, English Language Arts and Math proficiency, EL proficiency, and parent involvement.

Evaluation Design and Responsibilities

Evaluation data are collected by the SDDOE and districts throughout program implementation and reviewed annually by the State. An external evaluator supports implementation fidelity analysis and conducts a comprehensive evaluation in the third year of the SDP cycle to ensure objectivity and rigor.

Data Sources and Methods

Multiple data sources are used to evaluate both implementation and outcomes, including:

- Student assessment data (state assessments and kindergarten readiness data)
- Fidelity of Strategy Implementation (FSI) rubric ratings
- Surveys of MEP staff, parents, and students
- Records reviews and demographic data

Data are disaggregated, where applicable, by, grade level, student subgroup, and Priority for Service status.

¹ Government Performance and Results Act of 1993.

Implementation fidelity will be assessed using the Fidelity of Strategy Implementation (FSI) rubric, a five-point scale ranging from Not Evident to Exceeding. MEP staff will collaboratively self-rate their implementation of SDP strategies based on evidence and consensus.

Evaluation Findings and Reporting

Evaluation findings are used to support continuous improvement at both the state and local levels and to inform updates to the CNA, SDP strategies, and performance targets.

To meet federal requirements, the SD MEP conducts an annual evaluation of program implementation and performance. An external evaluator prepares a written evaluation report that summarizes methods and findings, examines progress toward state performance goals, MPOs, and national MEP GPRA measures, and identifies implications and recommendations for program improvement.

Priority for Services (PFS)

In accordance with ESEA, Section 1304(d), the SD MEP prioritizes services for migratory children who:

1. Have made a qualifying move within the past 12 months; and
2. Are failing or at risk of failing to meet State academic standards, or have dropped out of school.

Student risk status is determined at the state level using available data, including State assessments, local academic indicators (e.g., grades, credit accrual), and attendance. This information is then provided to districts to ensure that eligible students receive services in accordance with PFS requirements.

Identification and Recruitment Plan

Identification and recruitment of eligible migrant children is a cornerstone of the SD MEP.

“Identification” refers to the process of locating and determining the presence of potentially eligible migrant children and youth. “Recruitment” involves contacting families, explaining the MEP, gathering the required information to determine eligibility, and documenting that eligibility on a Certificate of Eligibility (COE).

In South Dakota, identification of eligible children and youth is carried out through a coordinated, statewide effort led by trained recruiters. These recruiters work in close collaboration with local education agencies (LEAs), agricultural employers, community organizations, and other local partners to locate families who may qualify for services.

The SD DOE establishes and maintains a statewide system of quality controls to ensure the accurate identification and recruitment (ID&R) of eligible migratory children, in accordance with 34 CFR § 200.89(d). This system is designed to ensure that eligibility determinations are consistent, well-documented, and defensible.

SD’s quality control system includes:

1. **Training**

Ongoing training for recruiters, Identification Specialists, and all staff involved in eligibility determinations and quality control procedures to ensure a clear understanding of federal requirements and proper documentation practices.

2. **Supervision and Performance Review**

Regular supervision, as well as annual review and evaluation of ID&R practices for individual Identification Specialists to ensure adherence to established procedures and standards.

3. **Clear Process for Resolving Eligibility Questions**

A formal, documented process for addressing eligibility questions raised by recruiters or supervisors, with consistent guidance communicated across all local operating agencies (LOAs).

4. **COE Review and Verification**

Systematic review of each Certificate of Eligibility (COE) by qualified staff at the SEA and/or LOA level to confirm that documentation is complete, sufficient, and supports an accurate eligibility determination.

5. **Independent Validation of Eligibility Determinations**

State-level procedures to validate eligibility decisions, including prospective re-interviewing, to confirm the accuracy and reliability of recruiter findings.

6. **Documentation and Continuous Improvement**

Maintenance of documentation demonstrating implementation of the quality control system, along with evidence of actions taken to strengthen ID&R practices based on periodic reviews.

7. **Corrective Action Procedures**

A defined process for implementing corrective actions when deficiencies are identified, including insufficiently documented COEs, as well as findings from internal reviews, state audits, or federal monitoring.

Exchange of Student Records

The SD DOE, through its MEP, fulfills its responsibilities under Sections 1304(b)(3) and 1308(b) of the Elementary and Secondary Education Act (ESSA) by promoting interstate and intrastate coordination to ensure educational continuity for migratory children. This includes facilitating the timely transfer of pertinent school records—including academic and health information—when students move from one school to another, regardless of whether the move occurs during the regular school year. To support this work, the SD MEP actively utilizes the Migrant Student Information Exchange (MSIX), the U.S. Department of Education’s national electronic records exchange system for migratory students. Through MSIX, the program verifies eligibility, accesses enrollment and assessment data, reviews course history and credit accrual, and ensures that critical academic and health information is available to receiving schools in a timely manner.

Ensuring the timely transfer of education records remains an ongoing challenge. Migratory children in SD may enroll in multiple schools across districts and states due to their families’ engagement in seasonal agricultural work. As a result, delays or gaps in record transfer can hinder schools’ ability to make informed instructional and placement decisions upon a student’s arrival. The SD MEP works to improve the timeliness, accessibility, and usefulness of student records so that receiving schools have the information needed to support continuity of services and minimize educational disruption.

Implementation and Accountability Plan

The SD MEP ensures local program compliance through an annual audit and monitoring process that includes a comprehensive review of fiscal management, program implementation, student eligibility documentation, service delivery records, and adherence to federal and state guidelines. A small number of school districts—typically fewer than ten—that receives a Title I Part C (TIC) sub-grant are also included in the monitoring structure. Because of the limited number of participating districts, these sub-grantees are monitored on a rotating and random basis to ensure equitable oversight. Monitoring of TIC sub-grantees includes a review of grant-specific expenditures, implementation of approved activities, required reporting, and documentation demonstrating that services supplement, rather than supplant, core program requirements. Any findings or areas of concern are addressed through corrective action plans and follow-up technical assistance to ensure full compliance.

Looking Forward

SD will use the 2024-25 program year as a transition period to move from planning to full implementation of the updated Service Delivery Plan (SDP). The following actions will guide this work:

- Build and refine evaluation tools to ensure the state can accurately measure progress toward each Measurable Program Outcome (MPO).
- Conduct a comprehensive evaluation of SDP implementation during 2025-26, using 2024-25 as the baseline.
- Update the Fidelity of Strategy Implementation (FSI) rubric so it reflects the revised strategies, and establish consistent procedures for observing, documenting, and evaluating implementation across sites. This ensures usable, year-over-year implementation data.
- Strengthen professional development and family engagement systems by developing structured frameworks that (a) orient staff and families to the SDP and (b) build the specific knowledge and skills needed to carry out identified strategies.
- Align the subgrantee application process with the updated SDP by embedding MPOs, strategies, allowable activities, and required resources directly into application requirements.
- Roll out the SDP statewide with targeted technical assistance, focusing on helping local programs:
 - design services aligned to SDP strategies,
 - use updated data collection tools, and
 - report consistently on MPOs and strategy implementation.
- Revise the state monitoring process to explicitly include accountability for progress toward MPOs and fidelity of implementation, not just compliance.
- Establish a continuous improvement cycle by updating the SDP as needed based on:
 - evaluation findings,
 - shifts in migratory student needs,
 - changes in program design or resources, and
 - new or revised federal requirements or guidance.
- Communicating the SDP to Local Projects and Other Stakeholders
 - The SDP will be communicated to local MEP directors, migrant parents, and other stakeholders through several vehicles:
 - Statewide Virtual Launch Webinar
 - Technical Assistant Sessions
 - Parent Advisory Council (PAC) Meetings
 - Family Friendly Overview
 - SDDOE Website

By the end of 2025–26, all subgrantees will be implementing the updated SDP with fidelity, and reliable data will be collected to evaluate its effectiveness relative to the 2024–25 baseline.

Report on Proposed Strategies Surveys



Report prepared by:
Data Driven Enterprises
11184 Huron St., Ste. 17
Northglenn, CO 80234
Susan@DataDrivenEnterprises.com
303-819-5768

Table of Contents

Background	3
Usefulness of Strategies.....	3
SD DOE Support	5
Concerns Surrounding Strategies.....	6
Missing Strategies	7
Appendix A: Results Across Goal Areas.....	Appx A-1
Appendix B: Results for Goal Area 1: Graduation	Appx B-1
Appendix C: Results for Goal Area 2: Kindergarten Readiness	Appx C-1
Appendix D: Results for Goal Area 3A: English Language Arts Proficiency.....	Appx D-1
Appendix E: Results for Goal Area 3B: Math Proficiency.....	Appx E-1
Appendix F: Results for Goal Area 4: English Learner Proficiency	Appx F-1
Appendix G: Results for Goal Area 5: Parent Involvement	Appx G-1

Background

The South Dakota Migrant Education Program (MEP) has six goal areas. Last summer, the Comprehensive Needs Assessment (CNA) Committee reviewed each goal area, including associated performance targets, concern statements, potential strategies, and Measurable Program Outcomes (MPOs). Building on this work, the committee reviewed additional information related to the strategies and proposed 5–10 strategies for each goal area.

The proposed strategies were drawn from four sources: (1) themes emerging from open-ended administrator and teacher survey responses; (2) strategies suggested through survey item responses; (3) direct input from the CNA Committee; and (4) strategies included in the prior Service Delivery Plan (SDP).

A brief survey focusing on the proposed strategies was developed for each of the six goal areas and distributed to stakeholders for feedback. Between three and five stakeholders completed each survey. This report summarizes the results of that feedback. Results should be interpreted with caution due to the small number of respondents per survey (3–5), which limits generalizability and precludes statistical inference. However, potential respondents received multiple reminders to participate, suggesting that the feedback reflects the views of those most engaged with or knowledgeable about the strategies.

Usefulness of Strategies

The first survey question asked respondents to rate the usefulness of the proposed strategies for improving the specified goal area.

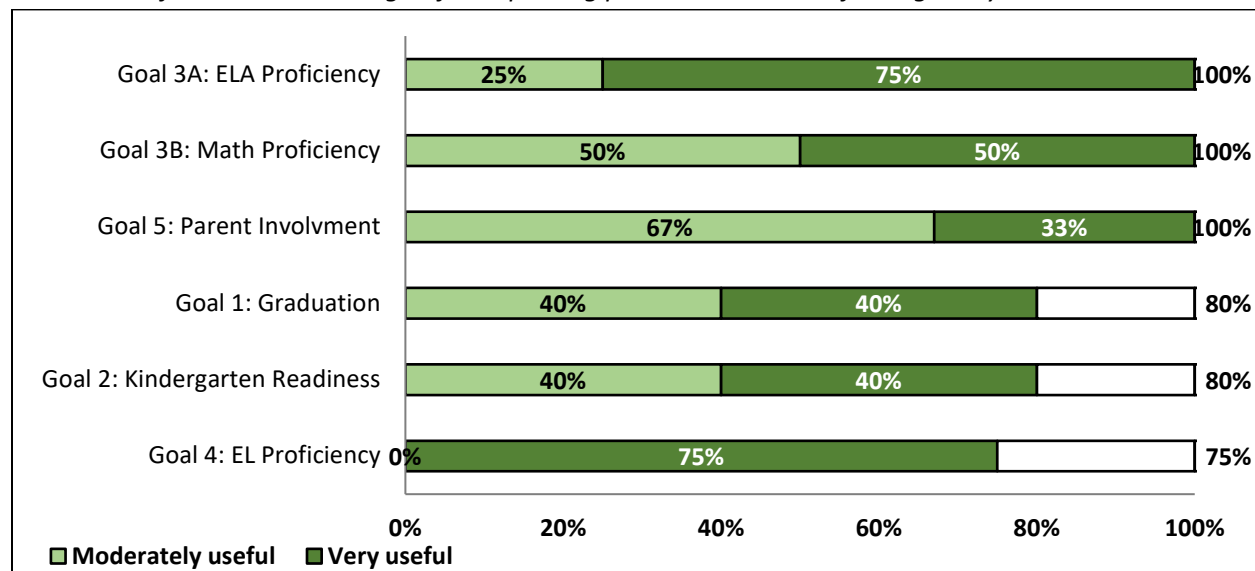
- All respondents (100%) indicated that the strategies were at least *somewhat useful*.
- The proportion rating the strategies as *moderately* or *very useful* ranged from 60% to 100%, depending on the goal area.

Respondents were asked to explain their answer. Most comments were positive. A couple indicated that their options surrounding graduation and preschool are limited at their districts.

Verdict: Strategies are perceived as useful.

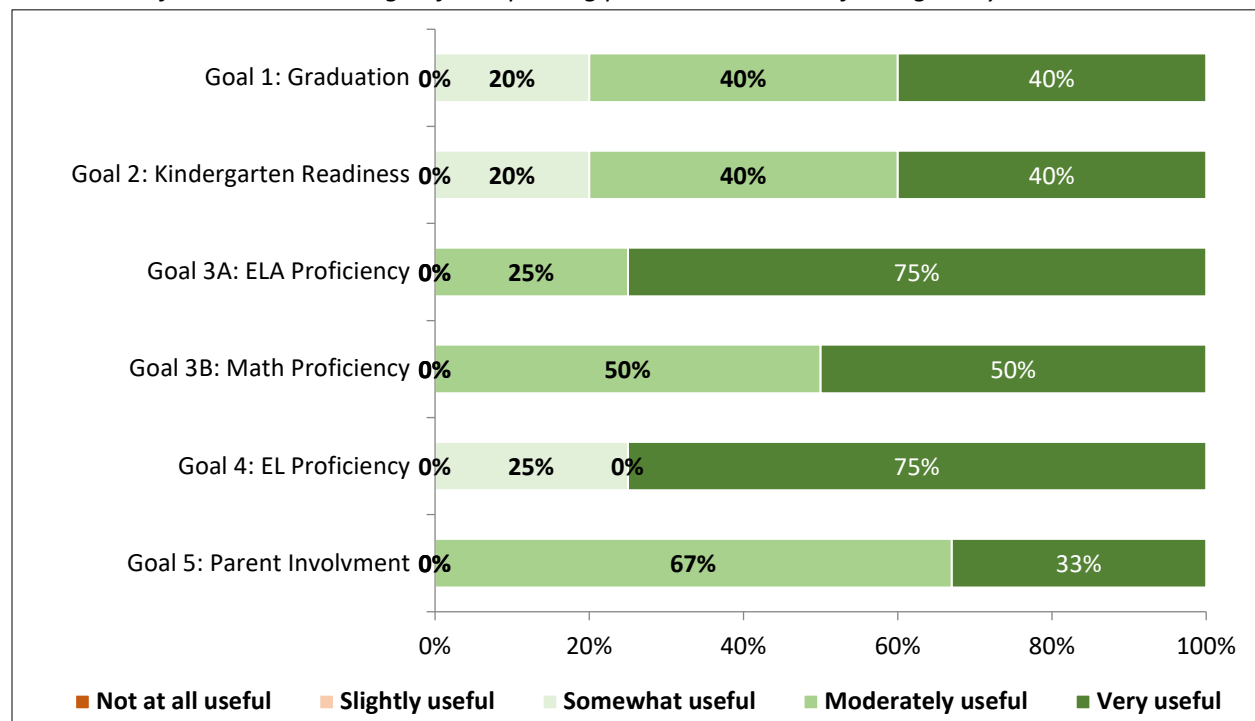
Display 1: Usefulness of Strategies for Improving Parent Involvement
Percent Who Said “Moderately Useful” or “Very Useful”

Q1. How useful are these strategies for improving parent involvement for migratory student?



Display 2: Usefulness of Strategies for Improving Parent Involvement
Percent Who Chose A Given Response Option

Q1. How useful are these strategies for improving parent involvement for migratory student?



SD DOE Support

The second question asked how SD Department of Education (DOE) could support or strengthen the implementation of the strategies at the school and district levels.

- Common themes:
- Most respondents pointed to training as the primary lever for strengthening implementation. There is strong, repeated demand for SIOP training, with a clear message that it should be offered to **all** teachers.
- A couple responses highlighted gaps in guidance and resources for students who need non-traditional pathways. This includes requests for clearer options and state-level support around credit recovery, GED preparation and testing, and flexible graduation or diploma equivalency pathways.
- One response underscored a concrete implementation barrier: lack of transportation funding for early childhood programs, which directly limits access for migratory students.
- A few respondents indicated “nothing at this time,”

Verdict The feedback is consistent and pragmatic: districts want broader, more inclusive professional development, clearer alternative graduation pathways, and state attention to real-world barriers like transportation and funding.

Concerns Surrounding Strategies

The third survey question asked whether any of the proposed strategies raised concerns, appeared unrealistic, or would be difficult to implement as written.

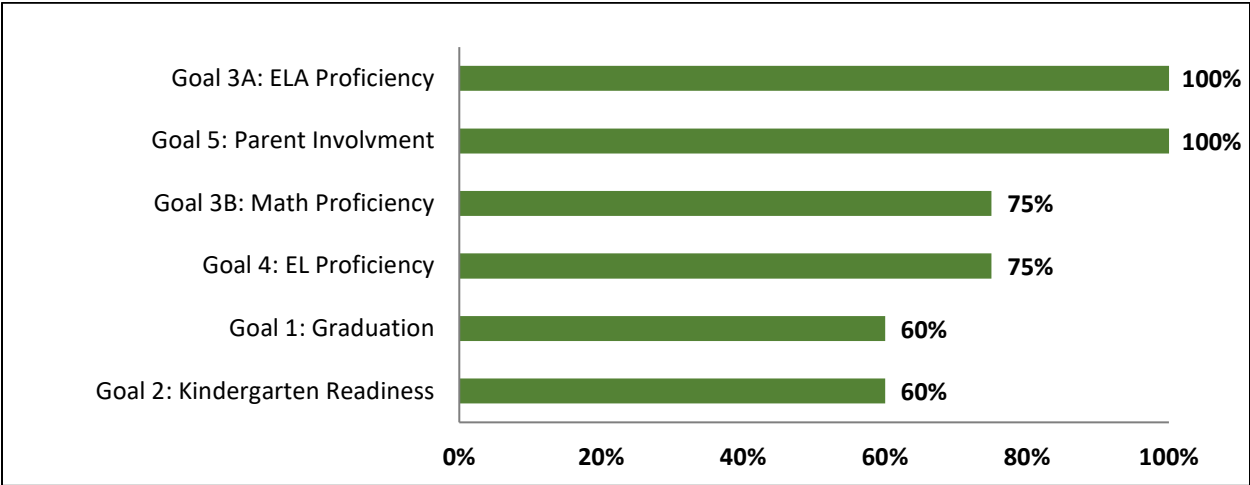
- Between 60% and 100% of respondents indicated that they had no concerns, depending on the goal area.

Respondents who did express concerns most often pointed to graduation-related strategies, noting the difficulty of meeting with migrant high school students who are chronically absent and the lack of flexible graduation pathways. Additional concerns included limited preschool transportation, insufficient teacher time to fully implement some math strategies, the need for SIOP training for math and EL teachers, and the perceived unfeasibility of EL Strategy #3 (Develop Systematic Academic Vocabulary and Language Instruction) as currently written.

Verdict: Most strategies are viewed as feasible; however, feasibility varies by goal area and is influenced by factors such as student attendance, available pathways, transportation, and staff capacity.

Display 3: Concerns about Parent Involvement Strategies
Percent Who Said “No”

Q3. Is there anything about these parent involvement strategies that concerns you, seems unrealistic, or would be difficult to implement as written?



Missing Strategies

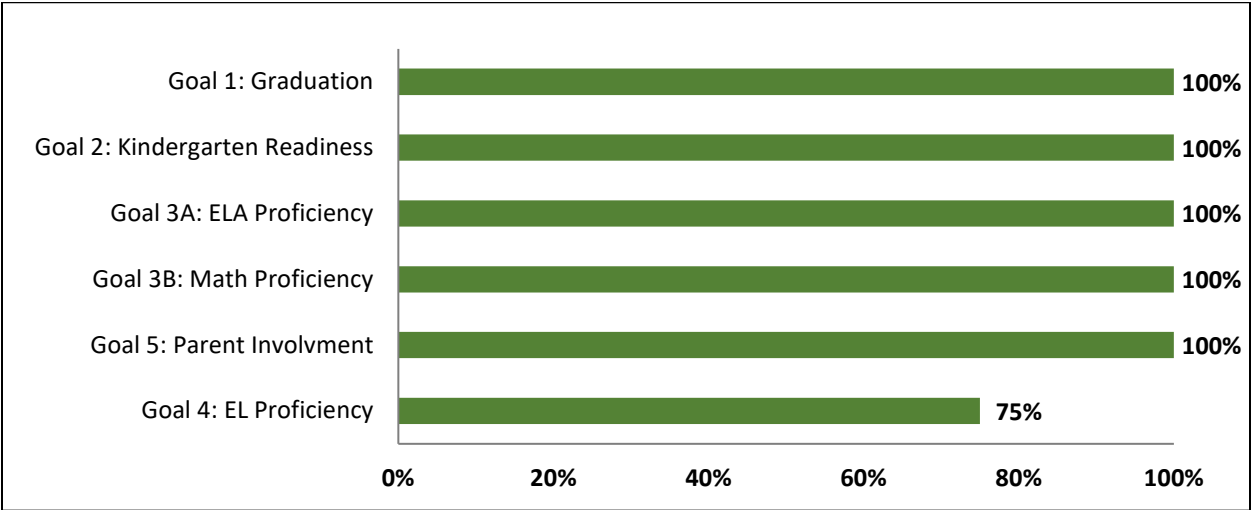
The fourth survey question asked whether respondents believed any strategies were missing.

- Between 75% and 100% of respondents indicated that no strategies were missing, depending on the goal area.
- Only one respondent identified a missing strategy, specific to the English Learner (EL) Proficiency goal area, and suggested including the science of reading.

Verdict: Proposed strategies are viewed as comprehensive, with one suggested addition for the EL Proficiency goal area.

Displays 4: Missing Strategies for Parent Involvement
Percent Who Said “No”

Q4. Are there strategies missing for parent involvement?



SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix A: Results Across Goal Areas

Goal Area	# of Respondents
Overall	25
Goal 1: Graduation	5
Goal 2: Kindergarten Readiness	5
Goal 3A: ELA Proficiency	4
Goal 3B: Math Proficiency	4
Goal 4: EL Proficiency	4
Goal 5: Parent Involvement	3

1. How useful are these strategies surrounding migratory students?

- 1 Not at all useful 0(0%)
- 2 Slightly useful 0(0%)
- 3 Somewhat useful 3(12%)
- 4 Moderately useful 9(36%)
- 5 Very useful 13(52%)

a. Please explain your answer.

Goal 1: Graduation

- All of our Migrant students have either graduated on time or transferred out before graduation.
- Many of these options are available to all students.
- We are limited by what is available in our districts and communities to support alternative pathways. We are also limited by what credit recovery options are available to students.

Goal 2: Kindergarten Readiness

- I would like to see number six implemented in our district.
- Our PreK, K and ELA teacher are great at implementing supports for all students.
- This is a clear plan to support early learners.
- Unfortunately our community has limited preschool options for all families.

Goal 3A: ELA Proficiency

- These align with the work being done across the district and state to improve literacy with SOR.

Goal 3B: Math Proficiency

- Expand on training opportunities.

Goal 4: EL Proficiency

- I believe there are several learning opportunities for EL teachers.

Goal 5: Parent Involvement

- We know a successful program has a strong family engagement component.

2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?

Goal 1: Graduation

- Nothing at this time.
- Provide resources on credit recovery options and GED preparation and testing for those students who need a different pathway.
- What are the options for flexible graduation / diploma equivalency?

Goal 2: Kindergarten Readiness

- Nothing at this time.
- Offer all teachers not kindergarten only a good training focused on #6.
- There is a lack of funding for transportation for early childhood programs in our school district. This is decreasing the availability of programs for migratory students.

Goal 3A: ELA Proficiency

- Continue providing professional development opportunities, especially in SIOP and reading instruction.
- Offer the SIOP training to all teachers in our district, not only EL and Colony teachers.

Goal 3B: Math Proficiency

- Continue providing professional development opportunities, specifically focused on SIOP.

Goal 4: EL Proficiency

- Provide SIOP training for ALL teachers K-12.

Goal 5: Parent Involvement

- Continue providing training on family engagement and cultural sensitivity.

3. Is there anything about these strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 6(24%) 2 No 19(76%)

- a. Please explain.

Goal 1: Graduation

- It is difficult to meet regularly with migrant HS students when they are chronically absent.
- We do not have enough flexible pathways towards graduation to meet the diverse needs of students.

Goal 2: Kindergarten Readiness

- I believe in #5, "bilingual" should be "Multi-lingual".
- There is a lack of transportation in our community for preschool access.

Goal 3A: ELA Proficiency

- *No comments*

Goal 3B: Math Proficiency

- The main concern is the lack of time. How is a teacher expected to work with a small group while also teaching a full class? Would this require tutoring after school, and if so, when would that take place? Additionally, math teachers need SIOP training, as many are not adequately prepared to teach multilingual learners.

Goal 4: EL Proficiency

- Point #3 seems somewhat unrealistic. While I can see elementary teachers effectively using visuals and sentence frames, implementing these strategies consistently at the middle or high school level is much more challenging. Teachers clearly need SIOP training, and non-multilingual students also need support in developing a more inclusive and open mindset.

Goal 5: Parent Involvement

- *No comments*

4. Are any strategies missing? 1 Yes 1(4%) 2 No 24(96%)

a. If yes, what?

Goal 4: EL Proficiency

- Science of Reading should also be included here. It is vital for our EL students.

SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix B: Results for Goal Area 1: Graduation

We want to get feedback on the proposed strategies for the SD MEP Goal Area of Graduation.

Read the supporting material, and then complete this survey.

Number of respondents = 5

Here are the 5 strategies for improving graduation.

1. Improve Communication About Graduation Requirements and Options

Ensure students, families, and staff clearly understand graduation requirements, credit options, and alternative pathways.

2. Provide Individualized Graduation Planning and Monitoring

Meet regularly with migrant high school students to develop and monitor individualized graduation plans that reflect each student's circumstances and goals.

3 Offer Flexible Graduation, Re-Engagement, and Credentialing Pathways

- Provide flexible graduation pathways that account for student mobility, work responsibilities, interrupted schooling, and credit gaps.
- Implement targeted dropout prevention and re-engagement strategies for students who are off track or have disengaged.
- Ensure access to diploma equivalency and alternative credentials when traditional graduation pathways are no longer viable.

4. Ensure Access to Academic Supports and Credit Recovery

Provide timely academic supports (e.g., tutoring, credit recovery, and academic monitoring and intervention) that help students stay on track or catch up when credit gaps occur.

5. Strengthen Comprehensive Support Systems Through Specialized Staff

Use specialized staff (e.g., graduation liaisons and EL teachers) to coordinate services, monitor progress, and connect students and families to supports.

1. How useful are these strategies for improving graduation rates for migratory students?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 20%
- 4 Moderately useful 40%
- 5 Very useful 40%

a. Please explain your answer.

Goal 1:

- All of our Migrant students have either graduated on time or transferred out before graduation.
- Many of these options are available to all students.

- We are limited by what is available in our districts and communities to support alternative pathways. We are also limited by what credit recovery options are available to students.
2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?
- Nothing at this time.
 - Provide resources on credit recovery options and GED preparation and testing for those students who need a different pathway.
 - What are the options for flexible graduation / diploma equivalency?
3. Is there anything about these graduation strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 40% 2 No 60%
- a. Please explain.
- It is difficult to meet regularly with migrant HS students when they are chronically absent.
 - We do not have enough flexible pathways towards graduation to meet the diverse needs of students.
4. Are any strategies missing for graduation? 1 Yes 0% 2 No 100%
- a. If yes, what?

SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix C: Results for Goal Area 2: Kindergarten Readiness

We want to get feedback on the proposed strategies for the SD MEP Goal Area of Kindergarten Readiness.

Read the supporting material, and then complete this survey.

Number of respondents = 5

Here are the 6 strategies for improving kindergarten readiness.

1. Focus on Language Development and Early Literacy Skills

Provide daily, intentional instruction that builds migratory children's oral language, early English exposure, and foundational literacy skills, including vocabulary development, phonological awareness, print concepts, and early reading behaviors. Instruction is embedded in routine classroom activities, shared reading, and hands-on literacy experiences.

2. Implement Social-Emotional and Play-Based Learning

Integrate structured play and social-emotional learning experiences that support self-regulation, peer interaction, problem-solving, and emotional understanding. These activities help migrant children adapt to classroom expectations and develop critical behavioral and social skills for kindergarten.

3. Focus on Cultural Responsiveness and Inclusion

Create inclusive early learning environments that affirm migratory children's cultural backgrounds, lived experiences, and home languages. Instruction and materials reflect students' identities and classroom practices value family knowledge and reduce barriers to engagement for highly mobile and culturally diverse learners.

4. Strengthen Preschool Access

Implement systematic processes to identify migratory families with preschool-age children and support timely enrollment in early childhood programs, including Head Start and other community-based services.

5. Enhance Family Engagement with Bilingual Communication

Establish clear, consistent, and bilingual communication systems that help migratory families understand early learning expectations, available services, and practical ways to support kindergarten readiness at home.

6. Provide Professional Development on Migrant Early Learning Needs

Provide ongoing professional development for educators focused on the early learning needs of migratory children, including language development, culturally responsive practices, social-emotional learning, and evidence-based kindergarten readiness strategies. Training supports consistent implementation across early childhood and elementary settings.

1. How useful are these strategies for improving kindergarten readiness for migratory students?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 20%
- 4 Moderately useful 40%
- 5 Very useful 40%

a. Please explain your answer.

- I would like to see number six implemented in our district.
- Our PreK, K and ELA teacher are great at implementing supports for all students.
- This is a clear plan to support early learners.
- Unfortunately our community has limited preschool options for all families.

2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?

- Nothing at this time.
- Offer all teachers not kindergarten only a good training focused on #6.
- There is a lack of funding for transportation for early childhood programs in our school district. This is decreasing the availability of programs for migratory students.

3. Is there anything about these kindergarten readiness strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 40% 2 No 60%

a. Please explain your answer.

- I believe in #5, "bilingual" should be "Multi-lingual".
- There is a lack of transportation in our community for preschool access.

4. Are any strategies missing for kindergarten readiness? 1 Yes 0% 2 No 100%

a. If yes, what?

SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix D: Results for Goal Area 3A: English Language Arts Proficiency

We want to get feedback on the proposed strategies for the SD MEP Goal Area of English Language Arts Proficiency.

Read the supporting material, and then complete this survey.

Number of respondents = 4

Here are the 4 strategies for improving English Language Arts Proficiency.

- 1. Provide Explicit Phonics & Foundational Skills Instruction (Science of Reading)**
Deliver systematic, explicit instruction in phonics, phonemic awareness, fluency, decoding, and word recognition aligned to the Science of Reading.
- 2. Use Scaffolded and Differentiated Instruction**
Adjust reading instruction based on students' English proficiency, literacy development, and background knowledge using intentional scaffolds such as modeling, guided practice, sentence frames, visuals, graphic organizers, and tiered tasks.
- 3. Implement SIOP with Fidelity**
Implement SIOP across reading instruction to ensure lessons are comprehensible and language-rich. This includes clearly articulated content and language objectives, explicit academic vocabulary instruction, structured student interaction, and integration of students' cultural and linguistic assets to support comprehension and engagement.
- 4. Expand Professional Development in Evidence-Based Reading Practices**
Provide professional development focused on evidence-based reading instruction, including the Science of Reading, effective use of scaffolds, and high-fidelity SIOP implementation.

1. How useful are these strategies for improving English Language Arts proficiency for migratory students?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 0%
- 4 Moderately useful 25%
- 5 Very useful 75%

- a. Please explain your answer.

- These align with the work being done across the district and state to improve literacy with SOR.

2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?
- Continue providing professional development opportunities, especially in SIOP and reading instruction.
 - Offer the SIOP training to all teachers in our district, not only EL and Colony teachers.
3. Is there anything about these English Language Arts proficiency strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 0% 2 No 100%
- a. Please explain.
- No comments
4. Are any strategies missing for English Language Arts proficiency? 1 Yes 0% 2 No 100%
- a. If yes, what?

SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix E: Results for Goal Area 3B: Math Proficiency

We want to get feedback on the proposed strategies for the SD MEP Goal Area of Math Proficiency.

Read the supporting material, and then complete this survey.

Number of respondents = 4

Here are the 4 strategies for improving Math proficiency.

1. Provide Targeted Small-Group and One-on-One Math Instruction

Deliver targeted math instruction through small groups, tutoring, and individualized support to address skill gaps, reinforce conceptual understanding, and provide timely corrective feedback. Instruction is informed by screening and classroom data and incorporates structured practice, modeling, manipulatives, and technology-based supports to meet the needs of migrant students.

2. Strengthen Academic Math Vocabulary & Language Development

Explicitly teach mathematical vocabulary, symbols, and language structures needed to understand instruction and solve word problems. Instruction includes repeated exposure, visual and contextual supports, sentence frames, peer discussion, and bilingual resources where appropriate to support both math understanding and English language development.

3. Implement SIOP with Fidelity

Implement the Sheltered Instruction Observation Protocol (SIOP) in math instruction to ensure concepts are accessible and language demands are explicit. This includes clear content and language objectives, intentional use of visuals and manipulatives, structured student interaction, modeling of mathematical thinking, and culturally relevant problem contexts.

4. Expand Professional Development Focused on Math Instruction for Migrant Students

Provide professional development focused on math instruction for migrant students, including targeted intervention strategies, academic language development, use of manipulatives and visual supports, high-fidelity SIOP implementation, and culturally responsive practices.

1. How useful are these strategies for improving math proficiency for migratory students?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 0%
- 4 Moderately useful 50%
- 5 Very useful 50%

a. Please explain your answer.

- Expand on training opportunities.

2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?

- Continue providing professional development opportunities, specifically focused on SIOP.

3. Is there anything about these math proficiency strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 25% 2 No 75%

a. Please explain.

- The main concern is the lack of time. How is a teacher expected to work with a small group while also teaching a full class? Would this require tutoring after school, and if so, when would that take place? Additionally, math teachers need SIOP training, as many are not adequately prepared to teach multilingual learners.

4. Are any strategies missing for math proficiency? 1 Yes 0% 2 No 100%

a. If yes, what?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 25%
- 4 Moderately useful 0%
- 5 Very useful 75%

a. Please explain your answer.

- I believe there are several learning opportunities for EL teachers.

2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?

- Provide SIOP training for ALL teachers K-12.

3. Is there anything about these English Learner proficiency strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 25% 2 No 75%

a. Please explain.

- Point #3 seems somewhat unrealistic. While I can see elementary teachers effectively using visuals and sentence frames, implementing these strategies consistently at the middle or high school level is much more challenging. Teachers clearly need SIOP training, and non-multilingual students also need support in developing a more inclusive and open mindset.

4. Are any strategies missing for English Learner proficiency? 1 Yes 25% 2 No 75%

a. If yes, what?

- Science of Reading should also be included here. It is vital for our EL students.

SD Migrant Education Program Strategy Survey

Report on Proposed Strategies Surveys

Appendix G: Results for Goal Area 5: Parent Involvement

We want to get feedback on the proposed strategies for the SD MEP Goal Area of Parent Involvement.

Read the supporting material, and then complete this survey.

Number of respondents = 3

Here are the 5 strategies for improving parent involvement.

- 1. Build Relationship-Based, Personal Communication with Families**
Establish consistent, personal, and trust-based communication between schools, MEP staff, and migrant families. Communication emphasizes relationship building, responsiveness, and follow-through so families feel known, respected, and comfortable engaging with schools and programs.
- 2. Offer Flexible, Accessible Family Engagement Opportunities**
Design family engagement activities and supports that accommodate families' work schedules, transportation needs, childcare responsibilities, and mobility. Opportunities are offered in multiple formats and settings to reduce barriers and increase meaningful participation.
- 3. Provide Consistent, Multilingual, and Visually Clear Communication Systems**
Ensure families receive information in languages they understand using visuals, consistent formats, and predictable communication channels. Systems are designed to reduce confusion, increase accessibility, and support families' ability to navigate school expectations and services.
- 4. Use Family Liaisons and MEP Staff Serving as Trusted Connectors**
Leverage family liaisons, migrant recruiters, and MEP staff as trusted points of contact who connect families to schools, services, and community resources. These staff support communication, problem-solving, and follow-up, helping families overcome barriers and remain engaged.
- 5. Invest in Ongoing Staff Training in Family Engagement and Cultural Responsiveness**
Provide professional development for school and MEP staff focused on effective family engagement practices, cultural responsiveness, and implementation of communication and support systems.

1. How useful are these strategies for improving parent involvement for migratory students?

- 1 Not at all useful 0%
- 2 Slightly useful 0%
- 3 Somewhat useful 0%
- 4 Moderately useful 67%
- 5 Very useful 33%

- a. Please explain your answer.
 - We know a successful program has a strong family engagement component.
2. What, if anything, should the DOE do to support or strengthen implementation of these strategies at the school and district levels?
 - Continue providing training on family engagement and cultural sensitivity.
3. Is there anything about these parent involvement strategies that concerns you, seems unrealistic, or would be difficult to implement as written? 1 Yes 0% 2 No 100%
 - a. Please explain.
 - No comments
4. Are any strategies missing for parent involvement? 1 Yes 0% 2 No 100%
 - a. If yes, what?